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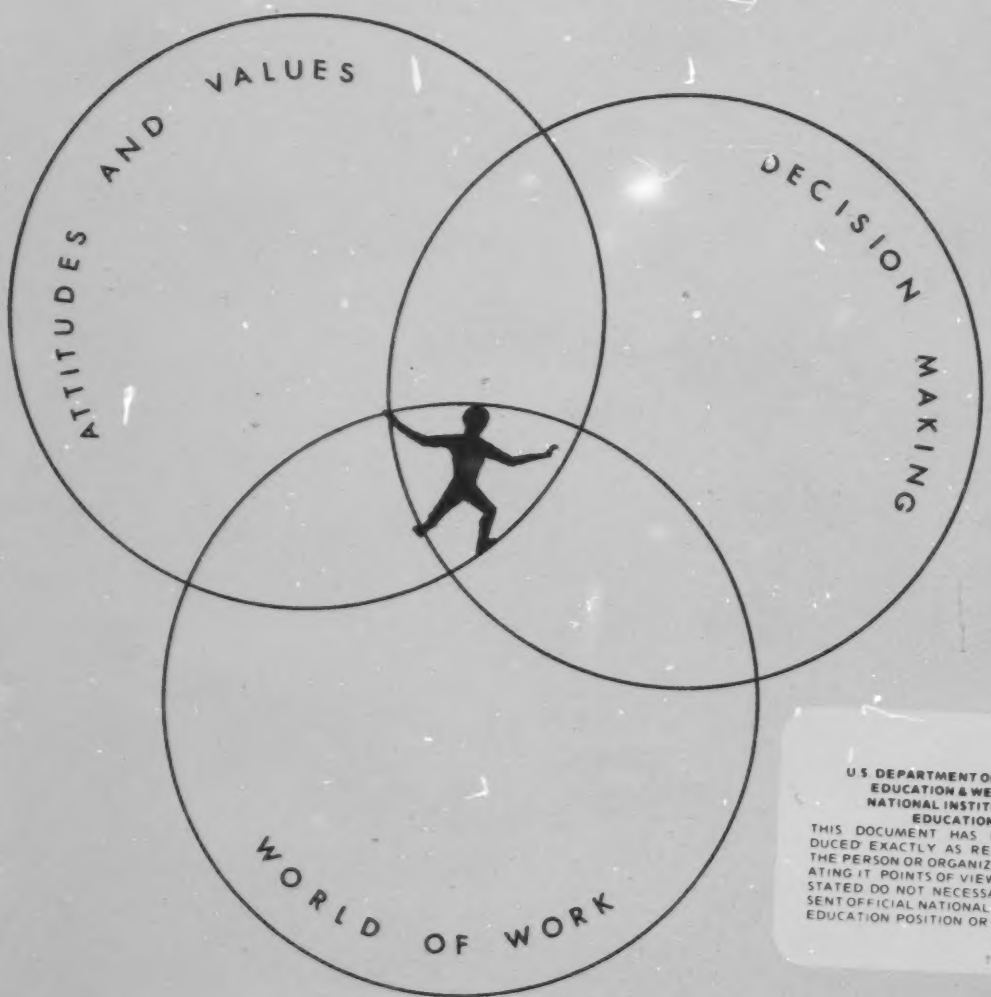
ABSTRACT

The five-part document consists of a developmental model aimed at providing guidance personnel and others with activities to: integrate career related activities into the secondary school curriculum, provide a greater degree of accountability by guidance personnel for students' career needs, enhance school curriculum and develop student self-awareness. The New Hampshire model utilizes group approaches to involve counselors, teachers, and students, in developing career planning and decision-making skills. The eight learning activities in section 3 deal with attitudes and values. In section 4, the 11 activities revolve around decision-making, and the 18 activities in section 5 focus on the world of work. Each unit contains either an introduction, rationale, or definition of terms, with each lesson organized into objectives, activities, and resources. Appendix A contains referenced activities from the units (games; simulations; worksheets; exercises related to peer counseling, cooperation, and decision making; discussion questions; readings; sample job descriptions sheets; and employment forms). Appendix B contains unreferenced but related materials and activities (Kuder interest inventory, strategies, evaluation forms, suggestions for resource files and field trips, activity forms, and bibliography). (JB)

A DEVELOPMENTAL APPROACH TO CAREER GUIDANCE, COUNSELING AND PLACEMENT



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NEW HAMPSHIRE GUIDELINES

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION

August 1974

A Developmental Approach to Career Guidance, Counseling and Placement - New Hampshire Guidelines, has been made possible through an EPDA Part F Grant, Vocational Education Personnel Program.

The emphasis began in 1971, with statewide Career Education conferences involving professional educators and lay people and continued with a series of workshops through the spring of 1974.

This document develops the Career Guidance, Counseling and Placement component of Career Education and is intended to be disseminated through regional workshops conducted by those people who developed the Guidelines.

We recommend that this document be kept in a loose-leaf notebook for convenience. More materials will be sent from time to time as they are developed.

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Bibliography

I. INTRODUCTION AND RATIONALE

With the demands being placed upon education to provide more relevancy to the curriculum and more direction to students in career planning, the New Hampshire Personnel and Guidance Association and the State Department of Education have created a task force to develop a model that will provide guidance personnel and others with activities designed to help students. These demands include:

a. A greater degree of accountability by guidance personnel for the career needs of students.

b. Enhancing the school curriculum by tying it to the career needs of students.

c. Developing activities that enhance student self awareness.

d. Providing students with opportunities to explore and try activities which lead to more realistic decisions.

The New Hampshire Model for Career Guidance, Counseling and Placement has been developed as a framework which will allow for the integration of career related activities into the secondary school curriculum. It is not intended, nor should it be construed, that the guide is a program in itself. Rather, the career activities listed in the model are intended to be integrated into the secondary school program in such a manner as to meet the special needs of the educational setting in which they are employed. The Attitudes and Values, Decision Making, and World of Work activities that are listed in the model are designed for use by counselors in career development programs or by teachers and counselors in secondary classroom units. The model emphasizes group approaches in involving counselors, teachers and students in meaningful projects intended to enhance career planning and decision making skills.

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Hopefully the use of the model in the secondary schools of New Hampshire will result in new approaches to career development that will require a greater amount of counselor involvement and, as a result, provide guidance personnel throughout the state with the accountability factor that is now in demand.

II. HOW TO USE THE GUIDANCE, COUNSELING AND PLACEMENT MODEL

A great deal of time and energy has gone into the development of this model for career guidance, counseling and placement. It should be emphasized that the model has been designed by New Hampshire counselors for use by New Hampshire counselors and teachers. It has been set up as a conceptual framework for integrating three major components of career education into the secondary school curriculum. The focus of the model has been on developing a "How to..." approach. That is, the model not only details a series of concepts, goals and objectives for implementing career development in the secondary school, but it also suggests a series of activities which may be employed at various levels to carry out the planned objectives.

The New Hampshire conceptual model of career education has been developed around concepts which represent three major components:

1.0 Attitudes and Values

2.0 Decision Making

3.0 World of Work

Within each component are a number of concepts or statements which identify what has been determined as important. Each concept represents basic learning experiences.

It should be noted that while the component areas have been identified by number, e.g. (1.0) Attitudes and Values, it is in no way intended or implied that one component area is any more important than the other. Rather, the counselor or teacher who employs the model is encouraged to select the component area or concept within the component that best meets his basic needs or level of expertise. Further, with the exception of the (1.0) Attitudes and Values component, which is

developmental in nature, the other two component areas may be entered into at any level through the selection of a concept, goal, objective or activity that appears to fit the user's need at the time.

Activities described within the model have generally been suggested by counselors who have attempted them in the school setting. In some cases, activities which have been listed are unique or were borrowed from models developed by other states. Unless otherwise indicated, any activity is suitable for all grade levels. The final determination of suitability is left to the counselor or teacher who employs the activity, however.

The numbering system used in this document is used for classification purposes only. It has been devised in an attempt to allow the user to quickly identify the area of the model which is being employed.

Examples and Definitions

1.1 Concept: A statement that identifies what has been determined as important. It is derived from the needs and values expressed by society.

1.11 Goal: A general statement indicating what one hopes to accomplish. It represents what individuals should possess in the way of knowledge, skills and/or attitudes.

1.111 Objective: A specific behavior an individual will be able to exhibit or demonstrate as a result of a particular learning experience.

Activity: A process through which students attain performance objectives.

The following chart is an example of the transition from concept, to activity for one of the component areas. As was previously stated, once concepts for each of the components were identified, they were translated into goals, objectives and activities. For practical purposes, one concept, one goal, one objective and one activity was selected for presentation.

Number	Area	Classification
3.0	World of Work	Component in Career Education Model
3.2	The school has an obligation for student awareness of career opportunities.	Concept: A statement that identifies what has been determined as important.
3.21	The counselor is responsible for accumulating and disseminating career information.	Goal: A general statement indicating what one hopes to accomplish.
3.211	The student will be able to demonstrate an understanding of the independence of careers.	Objective: A specific behavior an individual will be able to exhibit or demonstrate as a result of a particular learning experience.
	Students will trace five products as they move from the raw material to the consumption stage; i.e. paper, citrus fruits; auto tire.	Activity: A process through which students attain performance objectives.

What the chart does not indicate is that a number of goals will evolve from each concept. Likewise, each goal will be restated into a number of objectives which in turn will be developed into a number of activities. Counselors and teachers using the model are encouraged to develop their own goals, objectives and activities as they become familiar with the model.

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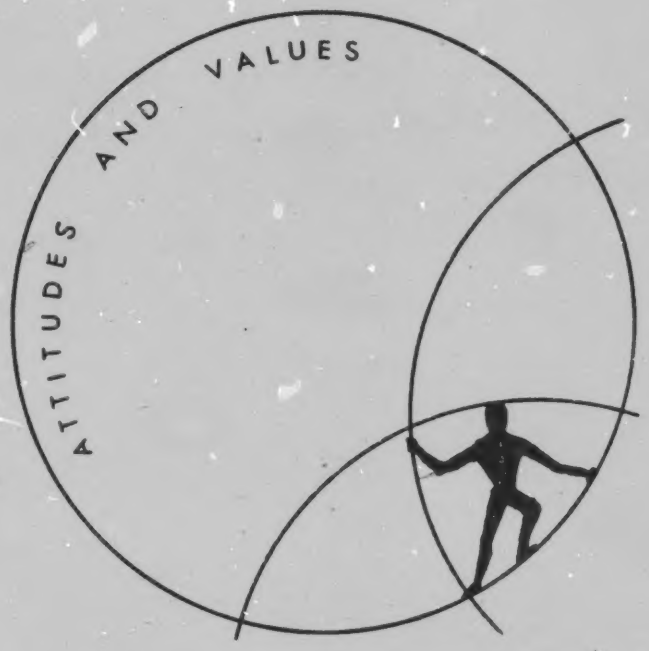

DEFINITIONS

Values - Represent what a person considers important in life. They are ideas as to what is good, beautiful, effective, or just, and therefore, worth having, worth doing, or worth striving to attain.[1]

Attitudes - A stance one takes towards life based on his values.

Behavior - Observable actions and/or expressions of a person which are shaped by his or her attitudes.

[1] Fraenkel, J.R., "Strategies for Developing Values," Today's Education, November-December, 1973, page 49.

INTRODUCTION

Although the title of this component is "Attitudes and Values," the committee felt that a person's values determine the attitudes that shape his or her behavior. The component deals mainly with values, but attitudes and behaviors are implied throughout. Users should be aware that the concepts are presented in a sequential order and for best results this order should be followed.

It is important to note that much of this program can be implemented in the classroom by teachers and counselors working together.

RATIONALE

Research has shown that problems in career choices are caused, in many cases, by a lack of clarity in one's own value system.[1] Because of the link between individual value systems and career choices, it it imperative that we help students to understand and clarify their own value systems. "Many youth develop a sense of career awareness only when they are faced suddenly with the prospect of choosing an educational program, an occupational option, or leisure time activity. Frequently, they are unaware of critical career information and they lack adequate career linked values and attitudes for dealing with the career tasks they must face."[2]

1. Maslow, A.H., The Farther Reaches of Human Nature. New York: Viking Press, 1971.

2. Gysbers, Norman, University of Missouri, Columbia.

ATTITUDES AND VALUES

Concept: 1.1 The individual needs to become aware of values and attitudes as they relate to behavior.

Objective: 1.1-1 The student will be able to understand what values and attitudes are, and through the following activities, will be able to identify their presence in society.

Activity	Role of Others	Resources
Identify most prized possession. Materials: Either the student's possessions or representations of them. Directions: a. Ask the students to bring to school their most important possession or symbol of it. b. Students then share them with the other students explaining why they are important to them. Leader's Role: Clarify, encourage and facilitate discussion. Time: 30-45 minutes.	Use of teachers and/or students as group leaders	The prized object or representation of it.
Values Voting.	Same as above.	Values Clarification, Simon, et al
Values Game. a. I spend a lot of money on _____ because I'm convinced that: b. I spend very little time on_____ because I'm convinced that: c. I give to _____ because I'm convinced that: d. I don't give to _____ because I'm convinced that:	Same as above	Self Awareness Through Group Dynamics by Richard Reichart

Activity	Role of Others	Resources
e. I word hard when _____because I'm convinced that: f. I don't work hard when _____ because I'm convinced that: g. I use drugs/liquor, I smoke because I'm convinced that: h. I don't use drugs/liquor, I don't smoke because I'm convinced that: i. I go to church, I pray because I'm convinced that: j. I don't go to church, I don't pray because I'm convinced that: Instructions: Fill in the blanks, selecting whatever is most suited to your general behavior Famous Person Identification.		See Appendix A, page A-2.

ATTITUDES AND VALUES

Concept: 1.2 The individual needs to become aware of his or her own values.

Objective: 1.2-1 Through the following activities, the student will be able to identify and express his or her own personal values more clearly.

Activity	Role of Others	Resources
Fallout Shelter Game #1.	Participants are teachers and students.	Values Clarification, Simon, et al.
Temperament Checklist.		Occupational View Deck - Chronicle Guidance Publication, Moravia, NY
Values Survey.		Values Clarification, Simon, et al.
Personal Value List. Materials: Activity sheets and pencils. Purpose: To help students understand the values that are motivating them. To foster understanding of different values possessed by students. To help students understand why other students behave as they do. Directions: Group size should be 5-12 students. The students are asked to fill in the activity sheets provided them. After all members of the group have filled them out, the students should then share their ranking to discuss them with the group.		Iovino-Abbott, Career Packet.
Most Alive Moments		See Appendix A, page A-3.
"Happy Days" and "All in the Family"	Discussion; have media person videotape programs.	TV Series.

Activity	Role of Others	Resources
Outward-Bound type experiences - outside.	Physical education teachers Outward-Bound specialists, participants to lead people outside school, or conduct discussions. Firemen, police, rescue squad, mountain climbing associations.	Local outing clubs, Appalachian Mountain Club, firemen, police rescue squads.
Strength of Values.	Teachers and students group counseling.	Values Clarification, Simon, et al.
Preservation of Mankind Game.		See Appendix A, page A-4.

ATTITUDES AND VALUES

Concept: 1.3 The individual needs to understand and respect the values of others.

Objective: 1.3-1 Through the following activities, the students will become increasingly cognizant and accepting of the values of others.

Activity	Role of Others	Resources
Rogerian Listening.	Participants are teachers and students.	Values Clarification, Simon, et al.
Values Focus Game.		Values Clarification, Simon, et al.
Peer and Cross-Age Helping Program.	Teacher and peer selection.	See Appendix A, page A-5.
Cave-In Simulation.		Values Clarification, Simon, et al.
Bring in outside discussion leaders who represent full spectrum of the world of work.	Personnel from industry; self-employed persons.	Vocational directors, advisory committee.
Job interview simulation and reversal of roles.	Audio-visual crew to videotape. Peers may interchange roles.	
Public Interview.	Participants are teachers	Values Clarification, Simon, et al.
Group Interview.		Values Clarification, Simon, et al.

ATTITUDES AND VALUES

Concept: 1.4 The individual needs to acquire a better understanding of himself or herself.

Objective: 1.4-1 Students will demonstrate increased self-understanding by examining their life styles.

Activity	Role of Others	Resources
Typical Day in Your Life. Materials: Paper and pencils. Purpose: To help students determine some of the values that show themselves every day. Directions: a. Have the students write a story about a typical day in their lives. b. Have some students share their stories. c. Point out and have students point out where their values show up. d. It is important to define values according to the definitions included in this component. Leader's Role: Facilitate open discussion. Time: 20-30 minutes.	Participants are teachers and students.	Colorado State University: Student Development Report on Life-Planning Workshops. Values Clarification, Simon, et al.
Two Ideal Days in Your Life.		Ibid.
Pie of Life.		Ibid.
Percentage Questions.		Ibid.
Unfinished Sentences.		

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Activity	Role of Others	Resources
Life Line. Materials: Graph paper and pencils. Purpose: To help students understand the effect that their life experiences have had upon themselves. To help students realize the control they have in planning their future. To enable students to understand themselves and others. Directions: Each student is to draw a line on a side of the graph paper representing the way his life has gone from birth till present. Specific events can be pinpointed on the line. On the back of the paper each student is to draw a line representing how he feels his life will go from this day on. Leader's Role: The students should be directed to share their lifelines with the other students, and they should explain what effect the events had on them. The leader should help bring out the feelings produced by the event. He should be aware that some event will be so threatening that the students may elect not to discuss them. Also, the last part of the lifeline should develop a discussion on general direction of the line. Whether they feel they can control their future, and differentiate between hoping and feeling their life will go in the direction on the graph. Time: About 45 minutes.	Participants are teachers and students.	Iovino and Abbott, Career Packet
Design a budget given a certain amount of money.	Business class, Home Ec, Consumer education courses	
The Values Journal or The Values Data Bank		Values Clarification, Simon, et al.

ATTITUDES AND VALUES

Concept: 1.4 The individual needs to acquire a better understanding of himself or herself.

Objective: 1.4-2 Students will demonstrate increased self-understanding through gathering and assessing objective data. (A well-balanced assortment of activities is vital in attaining this objective.)

Activity	Role of Others	Resources
Interest Inventories.	Teachers assist in administering and interpreting.	Kuder Preference Inventories, Strong Inventories; Ohio Vocational Interest Survey; Minnesota Student Characteristics and Occupationally Related Education; Holland's Self-Directed Search.
Aptitude Tests.	Teachers assist in administering.	Armed Services Vocational Aptitude Battery; American College Testing; General Aptitude Test Battery; Scholastic Aptitude Test; Differential Aptitude Test.
Achievement Tests.	Teachers test in own subject area.	Science Research Associates; Iowa Test of Mental Ability; Stanford High School Battery; Metropolitan Achievement Test.
Gathering Occupational Information.	Assistance from librarians, media people, DES, professionals, tradesmen.	Occupational View Deck; New Hampshire Jobs; Chronicle Guidance; Occupational Outlook Handbook; Dictionary of Occupational Titles; N.H. Health Careers; High School Career Information Centers.

Activity	Role of Others	Resources
"Shadowing" employees (using a pre- and post-essay on what job consists of). (Shadowing is defined as the experience involving students accompanying employees on-the-job for a day on site. The student may actually participate in the job if the employer so chooses.)	Employers, employees, students.	Trade and industrial associations, G.E. Institute.

ATTITUDES AND VALUES

Concept: 1.4 The individual needs to acquire a better understanding of himself or herself.

Objective: 1.4-3 Students will demonstrate increased self-understanding through group interaction and feedback from others.

Activity	Role of Others	Resources
Tower Building. Materials: Paper cups and throat sticks. Purpose: To involve participants in a learning process that will help them: a. work together as a group to complete a task; b. understand how they work with each other. Directions: You, as a group, are to build a tower in fifteen minutes. Leader's Role: a. To observe the process the group goes through in completing the task. b. To observe leadership roles. c. To observe how the group works together. d. To observe how decisions are made. e. To observe how conflicts are resolved. f. To discuss the activity after it is completed. Time: About 50 minutes.	Participants will be teachers and students.	Iovino and Abbott, Career Packet.
Dimensions of Cooperation - Puzzle Activity.	Participants will be teachers and students.	See Appendix A, page A-8.
Peer Counseling and Training Program.	Trainers, etc.	See Appendix A, page A-5.
Group Decision Making.	Group Leaders.	See Appendix A, page A-10.

Activity	Role of Others	Resources
Group discussions of effective feedback.	Teachers and students with assistance of counselor.	See Appendix A, page A-12.
Exercises in sending and receiving feeling messages.		Eisenberg, Robert and Associates, Interpersonal Communications Training; Parent Effectiveness Training, Thomas Gordon; Suggestions for Parents, John Gilmore.
Voluntary participation in group counseling.		Local counselors.
Reality Testing. Materials: Paper and pencils. Purpose: To enable students to learn what possible careers other members in the group think they are suited for. To strengthen and enlarge the possibilities of career choice. Directions: Each student is given a piece of paper and is to vertically: a. List the names of each member in the group. b. Beside each name, write down the possible careers suitable for that person. c. Students should try to match career suggestions with personality, capabilities, talents, interests, etc. Leader's Role: To assist the group to discuss the career suggestions for each student. Time: Approximately 45 minutes.	Teachers and students under leadership of counselors.	Iovino and Abbott, Career Packet.

ATTITUDES AND VALUES

Concept: 1.5 The individual needs to be aware of the effect values have on the decision-making process.

Objective: 1.5-1 The students will be able to identify the values that influence their choice of occupation and use of leisure time.

Activity	Role of Others	Resources
Show film entitled "Dynamic Consumer Decision Making."	Teachers and students are participants.	J.C. Penney Company, Education and Consumer Relations Department, 73 North Main Street, Concord, NH.
Show film entitled "The Choice is Yours."		Guidance Associates, Pleasantville, New York.
Have students interview 3 community members each to determine the influence of career upon leisure time. Purpose: a. That the students examine the relation between occupational choice and leisure time availability in life. b. To help students understand the values that interplay for the people they interview. Directions: a. Have the students select 3 occupations that they would like to investigate. b. Have the students arrange to interview three people representing the chosen occupations. c. Have them record on tape or in written form the important parts of the interview. d. Have the students share with others the interview and especially their learning about the relation between the occupation and leisure time. Leader's Role: a. Help students design the process. b. Facilitate the discussion.	Teachers, students and community participants.	Community.

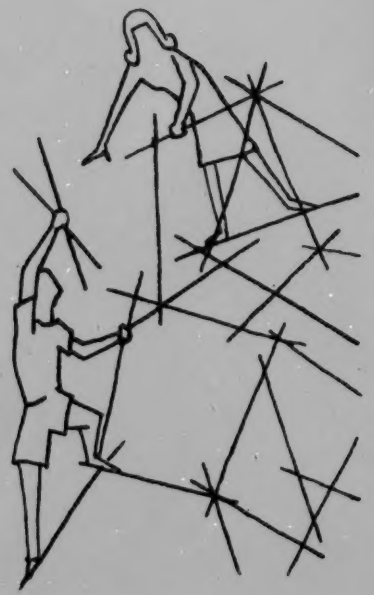
Activity	Role of Others	Resources
Either-Or Forced Choice.	Teachers and students are participants.	Values Clarification, Simon, et al.
Forced Choice Ladder.		Ibid.
Read and discuss "Death of a Salesman." Materials: "Death of a Salesman." Purpose: a. To help the students discover the relationships between the values, the occupations, the leisure time activities and human relationships of the characters in the play. b. To help the students understand these relationships as they apply to themselves. Directions: a. Have the students read the play. b. Have them discuss it in specific relation to the purposes above. Leader's Role: English teachers should facilitate discussion.	English teachers, students.	Miller, A., "Death of a Salesman."
Alternatives Search.	Teachers and students are participants.	Values Clarification, Simon, et al.
Controversial Issues - Discuss current news topics as they relate to values, occupations. Materials: Local and state newspapers, news magazines, TV, radio news. Purpose: To help the students relate values to decisions under discussion and debate. Directions: a. Have the students determine current controversial issues of interest. b. Have them determine the values implicit in both sides of the controversy. c. Have students relate the effect on occupations of the possible outcomes of the controversy. d. The students could even debate the issues. Leader's Role: Social studies teacher leads discussion.	Involve teachers, students, and community representatives with diverse opinions.	Newspapers, Associations, TV, Radio (local and state).

ATTITUDES AND VALUES

Concept: 1.5 The individual needs to be aware of the effect values have on the decision making process.

Objective: 1.5-2 The students will be able to identify the values that influence their decisions and their interpersonal relations.

Activity	Role of Others	Resources
Imaginary Family. A class will build from their own experiences an imaginary family. This will be described on newsprint and kept on classroom wall or blackboard. Over a period of time experiences of different members of this family will be added to the newsprint as class members offer ideas. The values and attitudes involved and the interpersonal dynamics, will be discussed and possible outcomes examined. This can be a recurring exercise - or done sequentially in a series of class meetings. A good activity for grade 8, 9, and 10.	Teachers and counselors will facilitate open-ended discussion. Avoid judgmental statements - help the students examine the effect of imaginary family's attitudes. A good opening question "What has happened to our family since last time?"	Lucy Weeks, Exeter High School, Exeter, NH.



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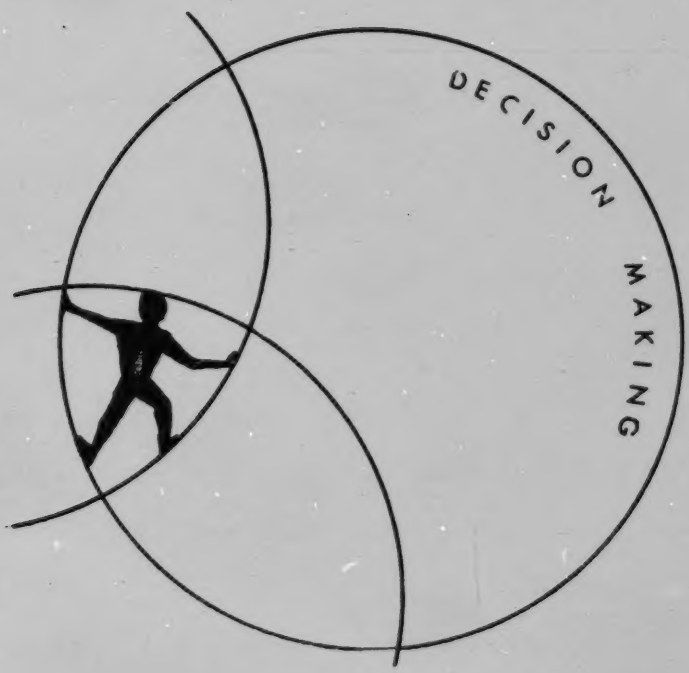


Decision Making Concepts

Along with the knowledge of self and the world of work, youth needs help in decision making skills.

Making decisions is an inherent process in the exercise of freedom and the determination of one's life. The concepts developed are deemed important aspects of career and life goals. These concepts include significant developmental steps which lend emphasis to decision making as a critical process in reaching one's goals.

A seven step decision making process was accepted as the model for relating concepts, objectives and activities to the needs of the individual in reaching career objectives.

Decision Making Process Model

1. Recognizing the need to make decisions.
2. Understanding varying factors influencing decision making.
3. Identifying possible alternatives.
4. Understanding probable consequences.
5. Making a tentative choice.
6. Taking action.
7. Evaluation

The inter-related concepts of the career development program provide for the coordination of the learning process, values structure, understanding the world of work, and a knowledge of the decision making process.

Decision making concepts must be seen as equal and complimentary when integrated with one's values and a knowledge of the world of work in presenting an educational program with emphasis on assisting individuals.

Career planning and placement competencies lead to the point at which the individual makes an informed decision. The concepts presented herein are directed to assist the individual reach meaningful goals.

DECISION MAKING

Concept: 2.1 Career Development is a lifelong process involving change.

Goal: 2.11 For the student to recognize change as a part of life.

Objective: 2.111 The student will be able to identify the changes in his own life and the lives of people in the community.

Activity	Role of Others	Resources
Have people who have changed careers visit class- staff and resource people.	Counselors, teachers, local citizens.	Community members.
Interview Games.	Work well with grade 8.	Values Clarification, Simon, et al.
Interview school personnel to identify those who have made change.		
Students will construct a bulletin board depicting changes in life.		
Students will maintain a personal log, recording changes.		
What Do I Value -- Twenty Things I Like to Do.		See Appendix A, page A-14.

DECISION MAKING

Concept: 2.1 Career Development is a lifelong process involving change.

Goal: 2.12 For the student to recognize the need for selecting alternatives consistent with goals.

Objective: 2.121 The student will be able to select several alternatives related to his goal.

Activity	Role of Others	Resources
Each student will interview three persons with the same job to compare the method of entry.		Community members.
Each student will take an interest inventory.		Kuder Preference Inventory; Ohio Vocational Interest Battery; Strong Vocational Interest Battery; Gordon Occupational Checklist; Edwards Personal Preference Schedule.
Each student will choose a possible goal and utilize it in playing strategy games to select possible alternatives.		Values Clarification, Simon, et al. Attitudes and Values, page 16.
Counselor and teacher will formulate situation which demands a choice between competing alternatives.		
Forced choice can be developed as a card game. Each choice on separate card.	Good for grades 10 - 12.	Values Clarification, Simon, et al.

DECISION MAKING

Concept: 2.2 Individuals construct their life style and have the ability to alter it.

Goal: 2.21 The individual gains a knowledge of the resources and assistance available for all in exercising an individual's freedom of choice.

Objective: 2.211 The student will be able to discuss how career decisions influence a person's life style.

Activity	Role of Others	Resources
"Ways to Live" Worksheets with thirteen life styles that students will rank in order. (Cards may be used instead of paper and pencil)	Counselor and teacher.	Values Clarification, Simon, et al.
Bulletin Boards.		General Electric Posters; Science Research Associates Posters; Careers-Largo, Florida.
Information on effect of occupations on life styles will be integrated into counselor conference with senior students.		
Hobby show. Each member of the class to list his hobbies, then explain to class.		
Students could interview community members to learn of their hobbies, then report back to class.		Community members.
Visitors to classroom and/or novels depicting changes in life styles in positive and negative directions.		See Appendix A, page A-15.

DECISION MAKING

Concept: 2.3 The individual can learn skills necessary to make mature, purposeful decisions regarding careers.

Goal: 2.31 For the student to learn the principles of the decision-making process and develop skills in their use.

Objective: 2.311 The student will gain a knowledge of available resources within the school and community that may assist him in making career decisions.

Activity	Role of Others	Resources
(Junior High) Spring orientation to grade 7. This could include an evening orientation before the students enter 7th grade to explain school resources.	Counselors, teachers, administrators, nurse, community resource people.	Library; Guidance Office; Nurse's Office; Administrator's Offices; classrooms, cafeteria; gym; school handbook.
(Junior High) Fall orientation to grade 7. This could include a week's orientation in a classroom such as English and Social Studies, covering the school handbook. The principal, counselor, nurse, librarian, etc., will each discuss his role and resources he has available for the student. (Probably include visit to and instruction in use of library.)		Dukane Projectors; Printer-reader; Readers; Career Kits.
Activities to acquaint students with community resources, such as: field trips, slides, community resource people.		Community library; Service organizations; Civic organizations.
Have students prepare list of community resources.	Resource persons.	Local and civic organizations.
Orientation to grade 9. An evening program for 8th graders and their parents. The importance of logical decision making should be stressed in addition to the available choices for grade 9 explained.	Administrators, counselors, teachers, parents.	High school handbook; Course of studies handbook. Slide tape program developed by students.

Activity	Role of Others	Resources
(Senior High) Encourage all teachers and activities' advisors to assist students in becoming aware of school and community resources.	Counselor, teacher.	
Select and show a file or filmstrip each month which depicts a different career cluster. (Teachers may be asked to hold follow-up discussions.)	Counselor, teacher.	Film; filmstrips.
For similar activities refer to World of Work component.		

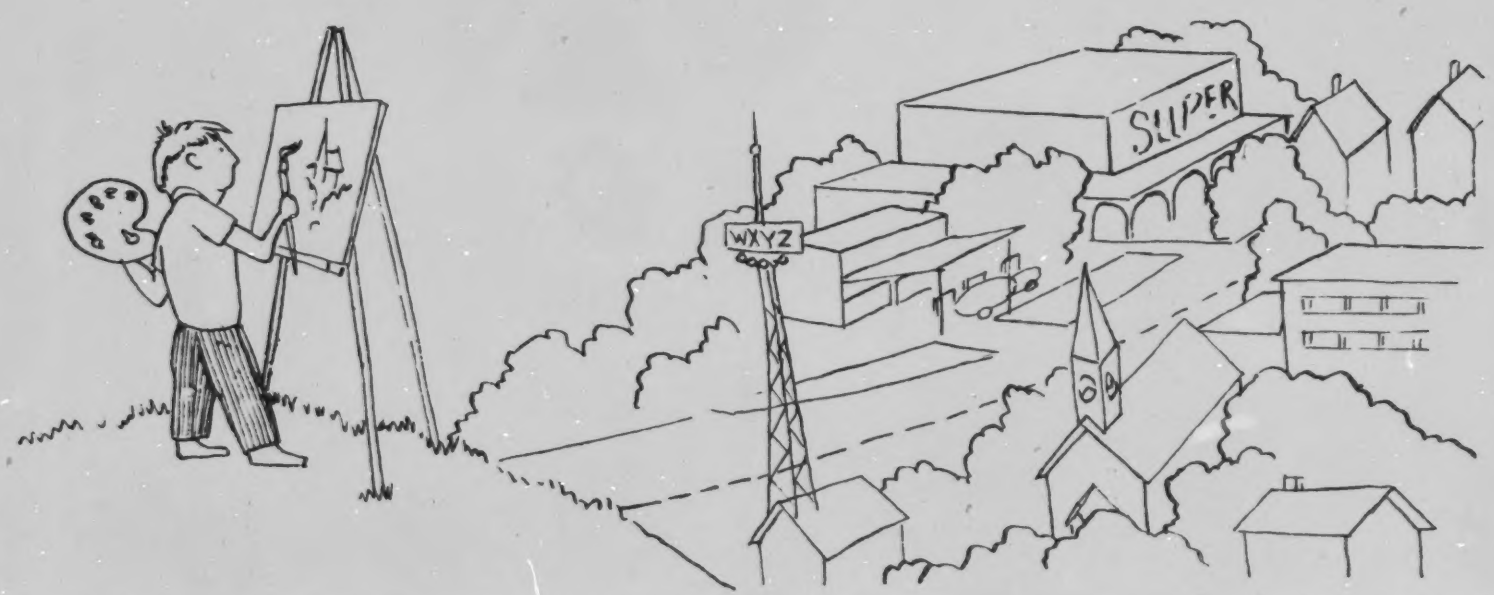
DECISION MAKING

Concept: 2.3 The individual can learn skills necessary to make mature, purposeful decisions regarding careers.

Goal: 2.31 For the student to learn the principles of the decision making process and develop skills in their use.

Objective: 2.312 The student will identify situations in which his decisions are determined by peer influence.

Activity	Role of Others	Resources
(Senior High) Have the student keep a decision log for two days. On the third day have student write beside each one the person who influenced his decision.	Counselor - would discuss influence of peers and others on their decisions.	Career Decision Kit (J.C. Penney Co.) Search for Values, Pflaum, J. Standard 1972.



DECISION MAKING

Concept: 2.3 The individual can learn skills necessary to make mature, purposeful decisions regarding careers.

Goal: 2.31 For the student to learn the principles of the decision making process and develop skills in their use.

Objective: 2.313 The student will use resources to gain an understanding of self.

Activity	Role of Others	Resources
At appropriate levels, students will complete an interest inventory survey, aptitude battery, etc.	Counselor should prepare a profile on each student and discuss with individual and/or groups, implications	Kuder Preference Inventory; Ohio Vocational Interest Battery; Strong Vocational Interest Battery; General Aptitude Test Battery; Armed Services Vocational Aptitude Battery.
As a follow-up to the above activity, the student will make a career decision and compare his interests, personality and aptitudes with someone in that career. (Evaluation of decision as a follow-up.)	Group work with counselor and teacher.	Community members would act as a model for simulation games. Simulation games commercially produced.
Students will be asked to relate their own measured interests, aptitudes, and achievements to at least three occupations in which they feel they could succeed. (In class or counselor interview.)		See bibliography.
(Senior High) Prepare a checklist on which the student will be asked to identify abilities he believes are strong or weak and discuss how this information can affect future career decisions.		

DECISION MAKING

Concept: 2.3 The individual can learn skills necessary to make mature, purposeful decisions regarding careers.

Goal: 2.31 For the student to learn the principles of the decision making process and develop skills in their use.

Objective: 2.314 The student will practice skills in using the decision making process.

Activity	Role of Others	Resources
Strategy games.	Teacher and counselor to modify games to grade level.	Values Clarification, Simon, et al. Attitudes and Values, page 16.
"Deciding" - program to help students learn a systematic process for making decisions.	Counselors and teachers.	College Board.
"Decisions and Outcomes" - similar to above but for older students.	Counselor and teacher.	College Board.
Have seniors list three decisions made in high school that he thinks have helped toward realization of some future career possibility.		
Seniors prepare a list of ten most important issues facing young people today and make a tentative decision regarding each of the ten by using the seven steps in the decision making process.		Kentucky Model.
"To Decide or Hang Loose: The Question."		College Board: Deciding.

Activity	Role of Others	Resources
Activity module in which small groups of students plan a typical week in an imaginary student's life. Include class time, leisure time activities, socialization, daily chores, etc. The group will explain how they used the decision making process in their group work.	Counselor and teacher planning.	College Board: Deciding.
Build an imaginary family and keep it on the board.		
Life Game.		See Appendix A, page A-16.

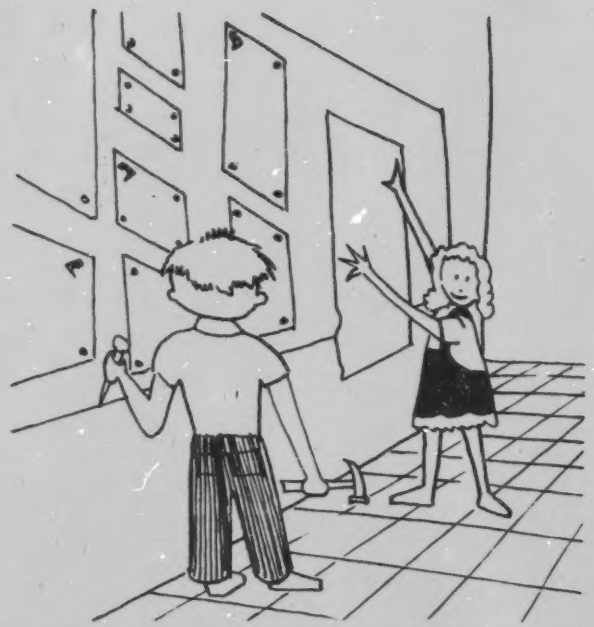
DECISION MAKING

Concept: 2.3 The individual can learn skills necessary to make mature, purposeful decisions regarding careers.

Goal: 2.31 For the student to learn the principles of the decision making process and develop skills in their use.

Objective: 2.315 The student will discuss how his values and goals affect his career decisions.

Activity	Role of Others	Resources
Use General Electric posters for bulletin board. Talking bulletin board. Hypothetical situation in which the student finishes a short story.		General Electric. See Appendix A, page A-18.



DECISION MAKING

Concept: 2.4 The individuals must learn to accept full responsibility for their decisions.

Goal: 2.41 The outcomes of the students' decisions are accepted as individual responsibilities.

Objective: 2.411 The student will describe some decisions involving himself as well as others.

Activity	Role of Others	Resources
"Fallout Shelter" - A small group has to rank order people who have made different career choices.	Counselor.	Values Clarification, Simon, et al.
Have students make a list of decisions they have made. Tell whom they affected.		
Circle of Influence - on paper have 5 or 6 large concentric circles. The student places his name in center circle with a decision he has made. In surrounding circles, names of people who have been influenced by his decision.		
Ten People to a Planet.		See Appendix A, page A-19.

DECISION MAKING

Concept: 2.4 The individuals must learn to accept full responsibility for their decisions.

Goal: 2.41 The outcomes of the students' decisions are accepted as individual responsibilities.

Objective: 2.412 The student will describe situations in which he has made decisions and had to accept responsibility for those decisions.

Activity	Role of Others	Resources
"Consequences Search" - Students are asked to choose three alternatives. Each one is asked to list as many consequences as he can, then rank the alternatives.		Values Clarification, Simon, et al.
Student will write a true life experience discussing how he later had to deal with the consequences.		Used as discussion rather than writing activity - leader to start it off.
"Decisions and Outcomes."		College Board.
Student will write a true life experience to illustrate that if he had examined the consequences he would have decided differently.		

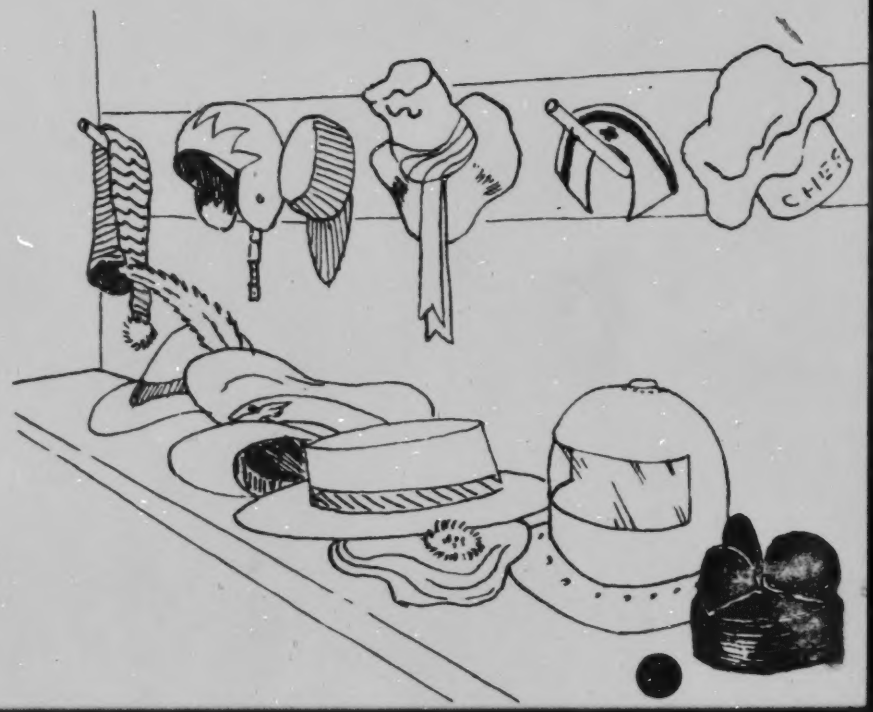
DECISION MAKING

Concept: 2.5 Changing career needs require flexibility and reflect the rapidity of change in the environment.

Goal: 2.51 For the individual to recognize the need for continual evaluation of his goal as a part of life adjustment in a changing world.

Objective: 2.511 The students will identify how social, economic and technical trends will affect his decisions.

Activity	Role of Others	Resources
Have each student name a famous person of his choice and discuss how his environment affected his career development. Have each student discuss three people and three events which he feels have had an influence on his career decisions. (Parent, friend, etc., part-time job, accident, etc.) Discuss possible changes in the community or country that might cause them to re-evaluate their decisions. The student will identify and discuss situations requiring updating of information and training to meet changing needs. Survey community members who have had to readjust their lives due to changing times.	Counselor — successful at grade 8, but not grade 10.	



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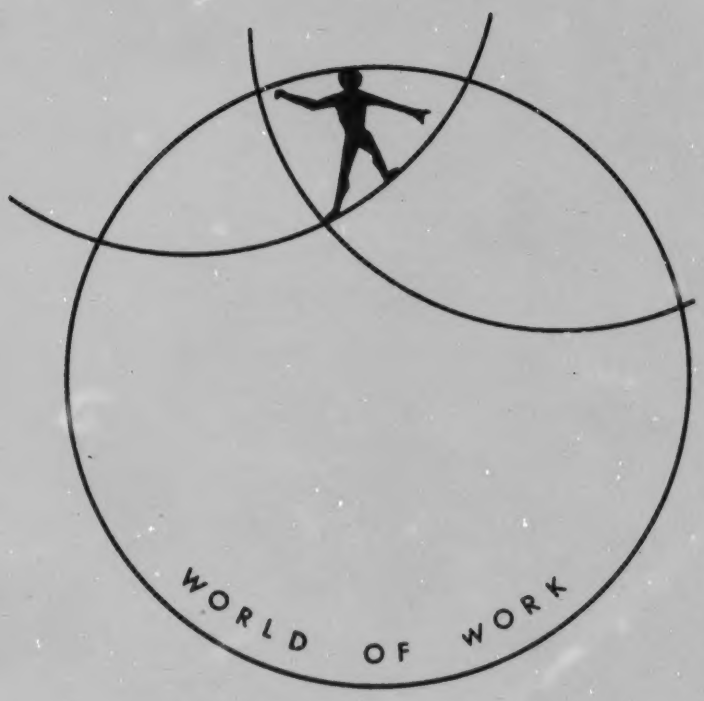

RATIONALE

> *"We are only beginning to understand the nature of work and jobs under conditions of automation and technological change. The little evidence available points up the needs, not for narrowly specialized individuals, but for those with the kind of learning experience that enables them to be as maneuverable, adaptable, and responsive as possible to emerging needs, many of which cannot be foretold under current conditions."*[1]

The world of work implies a series of behavioral events that lead to productivity. In the process of career development, an understanding of these events leading to a productive and self-fulfilling life is essential. The school has an obligation to provide learning experiences to students that lend themselves to an understanding of the dynamics involved in job identification, procurement and performance. These experiences are learning situations concerning the nature of work drawn from the resources within the community and school.

The role of the guidance counselor in career education is to facilitate the use of the resources of the school and the community to help bridge the gap between the world of work and the world of the student.

It is important that the counselor see himself as deeply involved in career education while simultaneously recognizing that guidance is only one part of the total career education movement, which involved many other people with key roles to play.

Suggested activities for the student and the educator are indicated on the following pages. They are not complete, but are a starting point for the educator who believes in the value of providing career development activities as an essential factor in the educational process.

[1] Wolfbein, Seymour L., "Labor Trends, Manpower and Automation." In Man in a World at Work. Henry Borrow (Ed) Boston: Houghton Mifflin, 1964, pp 155-166.

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WORLD OF WORK

Concept: 3.1 All educational experiences particularly school subject matter areas, are interrelated with careers and the world of work.

Goal: 3.11 The counselor will serve as a facilator in the integration of classroom learning experiences with the world of work.

Objective: 3.111 To have all students understand the relationship of their subject matter (sample given English) to the world of work.

Activity	Role of Others	Resources
Students will tape record interviews with individuals working in an occupational area of interest to them paying particular attention to the language used. Students will report on identified English skills within their occupational interest area by listing ten words unique to that particular occupation.	English teacher, reading teacher, business community, librarian, vocational education teacher.	Cassette tape recorder. Career information center materials, dictionaries, library.
Students will identify English skills needed for job entry: reading classified ads, filling out application forms, writing letters of application, communication in job interview, constructing resumes.		Newspapers, sample resumes, sample job applications.
Students will work with the counselor who plays the role of a potential employer in terms of judging applications, interview techniques and communication skills. The counselor will provide both positive and negative feedback to students.	English teacher.	Cassette tapes for recording interviews; application forms Filmstrip: Job Interviews, Guidance Associates.

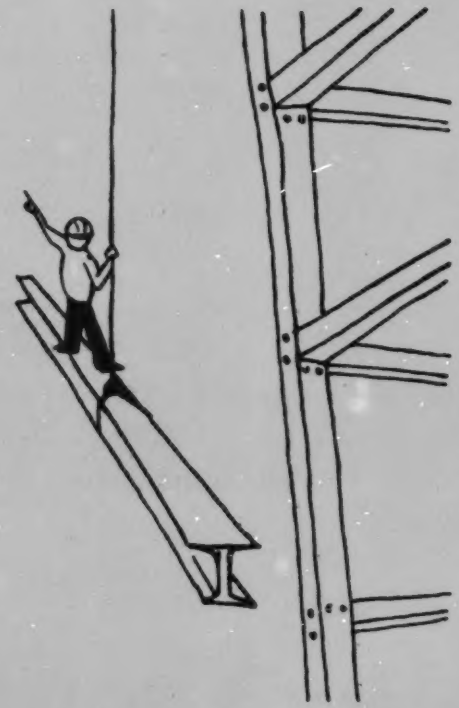
WORLD OF WORK

Concept: 3.1 All educational experiences, particularly school subject matter areas, are interrelated with careers and the world of work.

Goal: 3.12 The counselor will help to relate students' out-of-school experiences with the world of work.

Objective: 3.112 All students will become aware of out-of-school educational experiences in relationship to the world of work.

Activity	Role of Others	Resources
Students will identify <u>artistic</u> interests and possible occupations, i.e. potter, musician, silver-smith. Students will then understand that leisure time pursuits can develop into paying occupations.	Physical education teacher, music teacher, art teacher.	Local craftsmen, artists, recreation director.
Students will interview adults to determine the relationship between their outside interests and their occupational choice.	All teachers, school administrators, parents, relatives.	
Students will play the game "What's My Line" choosing occupations which might have developed from outside interests. Example: I wear a helmet. I travel around the country. Many people cheer me — others are afraid. Speed is part of my work. I'm dependent on mechanics. Answer: race car driver.		



WORLD OF WORK

Concept: 3.2 The school has an obligation for student awareness of career opportunities.

Goal: 3.21 The counselor is responsible for accumulating and disseminating career information.

Objective: 3.211 The student will be able to demonstrate an understanding of the interdependence of careers.

Activity	Role of Others	Resources
Students will develop an interview process to identify: a. job classification; b. training requirements; c. skills performed; d. how job entry was obtained; e. likes and dislikes about the job.	Teachers, other students, parents, relatives, to help in developing interview technique.	Library; local employment office; personnel managers; Dictionary of Occupational Titles; New Hampshire Occupational Information Improvement Project; microfiche; guidance office.
Students will list five occupational areas of interest to them and: a. interview a person working in each area and b. determine those occupational areas necessary for each person to accomplish his own specific tasks. i.e. Nurse needs: doctor, lab technician, housekeeper, dietitian, pharmacologist, maintenance, ambulance driver.	People in community to be interviewed.	
Students will develop their own job description based on the information obtained above.	English teacher to help in writing skills.	See Appendix A, page A-20.
Students will role-play interview situations for the whole group using information obtained in above activities.	Class involvement in role-playing.	Drama teacher, local employment

Activity	Role of Others	Resources
Students will trace five products as they move from the raw material to consumption/use. i.e. paper, citrus fruits, auto tire.	Local wholesalers, supermarket managers to talk with students.	Sesame Street Monthly magazine; Marketers of products, local farmers. See Appendix A, page A-21.
In creating a finished product from a raw material, students will demonstrate an understanding of: a. the variety of jobs represented by the creative process; b. the interdependence of the occupations involved. Example: making a dress raw material identified agriculture chemical industry raw material processed textile industry design raw material marketed transportation sales actual creation of dress pattern thread	Home economics teacher, Industrial arts teacher,	Local merchants to provide materials; local craftsmen; wholesale catalog. See Appendix A, page A-22.

WORLD OF WORK

Concept: 3.2 The school has an obligation for student awareness of career opportunities.

Goal: 3.21 The counselor is responsible for accumulating and disseminating career information.

Objective: 3.212 The student will be able to demonstrate thet there is a wide variety of occupational classifications.

Activity	Role of Others	Resources
Students will identify the following terms: on-the-job training apprenticeship social service professional/semi-professional manipulative blue and white collar workers technical trades performing trades service occupations	Labor union officials to meet with students; Librarian, parents/relatives, teachers to help students in defining terms.	Dictionary of Occupational Titles; Employment Security bulletin; Occupational Outlook Handbook; Science Research Associates Kit; General Aptitude Test Battery; Armed Services Vocational Aptitude Battery; Guidance office.
Students will relate the above items to the specific 15 occupational clusters designated by the U.S. Office of Education.		U.S.O.E. Department of Labor publications; Superintendent of Documents (Federal Dept); Library - state/local.
Students will compare the classification systems used in: Armed Services Vocational Aptitude Test Battery; General Aptitude Test Battery, Dictionary of Occupational Titles - and list similarities and differences.		Dictionary of Occupational Titles; Occupational Outlook Handbook; General Aptitude Test Battery; Armed Services Vocational Aptitude Test Battery; Science Research Kit; DES Bulletins.
Students will make pinwheels/collages of career clusters.	Art teachers to assist with and display student work.	Magazines, newspapers, photographs, pamphlets.

WORLD OF WORK

Concept: 3.2 The school has an obligation for student awareness of career opportunities.

Goal: 3.21 The counselor is responsible for accumulating and disseminating career information.

Objective: 3.213 The student will have an understanding of the different training routes available for job entry and the viable choices within given occupations.

Activity	Role of Others	Resources
Students will choose one occupational area, i.e. building trades, food service, health. Students will then visit a representative company and survey the occupational job titles within that occupation, i.e. building trades roofer mason-tender electrician plumber sheet rock installers	Businesses within the community providing information for students.	Modern "Talking Pictures;" New Hampshire Occupational Information Improvement Project; Singer filmstrips; Guidance Associates; Microfiche; Dictionary of Occupational Titles.
Students will trace entry and training routes into a given occupation and will compare their results with other class members. i.e. military example of given occupation airlines pilot possible training routes military service pilot's school college ROTC	English teacher, librarian, distributive ed teacher, vocational ed teacher, military recruiters.	Dictionary of Occupational Titles; Dept. of Labor; A.F. of L.; C.I.O.; N.H. Labor Council; Manpower Development and Training Act; UNH catalogs; Voc-Tech catalogs; State Department of Education; Division of Vocational Rehabilitation; Chamber of Commerce; military recruiters.

Activity	Role of Others	Resources
Students will survey the evaluative process used by business firms for purposes of advancement, i.e. difficulty of job number of years on job importance of appearance and personality competency tests Select several students to determine how advancement within their school system occurs. Students will compare the results of the above data among themselves in order to identify the significant ten factors used by all companies.	Business firm personnel; personnel managers; superintendent of schools.	School board salary scales.

WORLD OF WORK

Concept: 3.2 The school has an obligation for student awareness of career opportunities.

Goal: 3.21 The counselor is responsible for accumulating and disseminating career information.

Objective: 3.214 The student will demonstrate an awareness of the influence of labor trends and supply and demand on occupational choice.

Activity	Role of Others	Resources
Students will develop a worksheet which will be entitled "A Work History Sheet" and will be used to record: Job title Numbers of times job changes have occurred Job deviation Availability of this kind of a job Elimination of jobs due to: technical changes population changes raw material shortages labor problems job mobility	Director of vocational education; guidance counselors; personnel managers; social studies department; librarian; psychology or sociology teachers.	Guidance Associates; Department of Employment Security; "Jobs of the 1980's"; Periodicals in library; Career information center materials.
Students will use the "Work History" sheets to gather information from parents, relatives, friends, etc. and will collate the information and develop a series of graphs to show trends in employment history of individuals. The above activities may be combined in the development of an occupational family tree which shows the work history of an entire family, i.e. student's grandparents, parents, etc.	Parents, adults in community.	

Activity	Role of Others	Resources
Students will choose five occupations and determine the trends in terms of supply and demand for the next 5 years.	Director of local Department of Employment Security Office; managers of local businesses; Social studies department; economics teacher.	Dictionary of Occupational Titles; Occupational Outlook Handbook; N.H. Occupational Information Improvement Project; "Jobs of the 70's"-Guidance Associates.
Field trips to local Department of Employment Security to obtain data on current job openings within the State. Representatives of Employment Security will visit school to explain their role to students. Students should realize that the Employment Security office is more than just a place to pick up an unemployment check. They have other services to offer also - mainly employment possibilities, not just locally, but statewide, and also aptitude testing services. A field trip may be the best way to point this out- although most Employment Security office managers would probably be most willing to come into the school. Students might be asked to list the kind of job openings that Employment Security has currently listed and to note the skill level required by these openings.	Director of local Department of Employment Security.	Micro-fiche at Department of Employment Security; Weekly employment bulletins.
Students will tabulate job needs by occupational classification and determine: skills needed, frequency of openings, number of jobs for which they would be qualified: now, after graduation, full time or part time, geographical location of job opportunities, and, are there more job wanted ads on certain days of the week? This activity complements the above in terms of identifying ability and teaching levels required for most local business needs.	Classified ad person from local newspaper.	Local newspapers; metropolitan newspapers; bulletin boards.

Activity	Role of Others	Resources
Students should also note the time during the week when most help-wanted ads appear. They might also ask themselves how many of these jobs could they qualify for now and will they be prepared for upon graduation. How many require technical school education?		
Students will reflect on the energy and other similar crises and their influence on five occupations of his choice.	Social studies department; Science department.	See Appendix A, page A-23.
Students will identify major industries in the state in terms of location, services rendered, and will consider changes over the years.	Senior citizens; town officials; planning commission; town historian.	Town reports; town libraries; local historical societies. See Appendix A, page A-24.
Students will identify industries in their local area. 1. List the various industries in your area. 2. How many of these are new in the past five or ten years? Does this show any significant trends? 3. Is the type of work in which you are interested represented in your area, or will you have to move to find work?		Local chamber of commerce; Employment Security office; telephone directory, selectmen.

WORLD OF WORK

Concept: 3.2 The school has an obligation for student awareness of career opportunities.

Goal: 3.21 The counselor is responsible for accumulating and disseminating career information.

Objective: 3.215 The student will have an awareness of the changes in sex stereotypes in occupational choices.

Activity	Role of Others	Resources
Invite individuals to speak to classes about their work in jobs usually stereotyped for the opposite sex. i.e. male nurse female gas attendant male telephone operator female telephone lineman		Local community service representatives; "Jobs and Gender" - Guidance Associates.
Conduct a debate and follow with a role-playing situation. i.e. Resolve - A female should be President of the United States. A female should be a civil engineer. Convince personnel department of sex biases in their hiring practices. A male should be a house-husband.	English teachers, social studies teachers, home economics teachers.	Debating coach; library; career information center.

WORLD OF WORK

Concept: 3.3 Career satisfaction is dependent upon harmonious relationships between the individual and his or her work environment.

Goal: 3.31 The counselor has a responsibility to create an awareness on the part of students that job satisfaction depends on the resolution of both the negative and positive factore involved in job performance.

Objective: 3.311 Students should be able to recognize work situations that would not be satisfying for them.

Activity	Role of Others	Resources
Work study, cooperative placements, etc. should have a built in reflective component whereby students will reflect on their experiences as they relate to satisfaction, job suitability, advancement possibilities.	Counselor, work coordinator, peers.	Employers.
Role-playing appropriate simulations can be developed to fit most classroom situations whereby students role-play different occupations. i.e. Students simulate job interview setting by playing roles of personnel manager, receptionist, employee, etc.	Teacher, work coordinator, counselor.	Application blanks; tools of the trade.
Student research project consisting of a slide presentation on a particular occupation profiling a job.	Teacher, representative of industry, business.	Local community; Dictionary of Occupational Titles; Occupational Outlook Handbook; occupational briefs, films.
Student will conduct an interview with a worker in an occupational area of his choice.	Work coordinator; teacher, representative from industry, business.	Local community.

WORLD OF WORK

Concept: 3.3 Career satisfaction is dependent upon harmonious relationships between the individual and his or her work environment.

Goal: 3.31 The counselor has a responsibility to create an awareness on the part of students that job satisfaction depends on the resolution of both negative and positive factors involved in job performance.

Objective: 3.312 Students should be aware of their own suitability for a job in terms of their interests, aptitudes and skills.

Activity	Role of Others	Resources
Counselor will develop and implement a school wide testing program to include measures of interest, aptitude and achievement.	Administration, teachers.	Buro's Mental Measurement Yearbook; Armed Services Vocational Aptitude Battery; General Aptitude Test Battery.
Students will compile and interpret a profile of themselves using available testing results in the areas of aptitude, interest, achievement and ability.	Counselor, teachers.	Armed Services Vocational Aptitude Battery; General Aptitude Test Battery; State-wide testing.
Students will write a projective autobiographical sketch placing themselves in the world of work ten years from now - to cover how and why they arrived at their place in world of work.	English teacher, social studies teacher.	

WORLD OF WORK

Concept: 3.4 The individual needs a marketable skill upon leaving the educational system.

Goal: 3.41 The counselor should aid the student in planning an educational program which will lead to the acquisition of a marketable skill.

Objective: 3.411 By the end of grade 8, the student will be able to plan a tentative program of studies for grades 9 - 12.

Activity	Role of Others	Resources
All students in grade 8 will experience an organized visitation to the high school.	High school teachers will conduct an in-class orientation for 8th graders and high school students.	Classrooms, library, shop, career information center, resource center.
All students in grade 8 will participate in group information sessions regarding the planning of a high school program.	High school counselors, department chairmen, teachers, high school students.	Program of studies booklet; course registration materials.
The counselor will conduct in-service training for middle school teachers (student advisors) in relating their knowledge of students with the available options within high school programs.	Department heads, administrators, high school counselor, teachers, students.	Multi-media materials, Program of studies handbook.
Junior high school teacher or counselor will help the student complete a tentative program of studies.		Course registration materials, Program of studies handbook.

WORLD OF WORK

Concept: 3.4 The individual needs a marketable skill upon leaving the educational system.

Goal: 3.41 The counselor should aid the student in planning an educational program which will lead to the acquisition of a marketable skill.

Objective: 3.412 The counselor will assist the student in exploring and developing his occupational potential through programs both within and outside of the school.

Activity	Role of Others	Resources
Students could become involved in a shadowing experience whereby they go to work with a person in the morning and follow them through a normal work day. The type of experience would be determined by the student's interest. A simple evaluation form might be used to help evaluate the experience. These evaluation sheets might well provide helpful information for the counselor if placed in a student file in the guidance office. Shadowing experiences may be arranged by the individual teacher or through the guidance office. It is suggested that guidance perform the service so that records may be kept of the number of times any one students participates in the program and records kept of the related job experience. It is also important to vary the business being called upon so that no one business or person is constantly being asked to take a student.	Teachers, counselors, business personnel.	Business community. See Appendix A, page A-25 for sample evaluation form. Local Industrial Management Club.

Activity	Role of Others	Resources
Career information seminars. A free room or lecture hall, if available, might be used to sponsor a career seminar a week. Students could sign up to listen to speakers who are representatives of various businesses and professions. Programs could be sponsored by the guidance department. Demonstration types of programs are good and seem to be more interesting. For example, a manufacturer of stuffed toy animals could bring in a sewing machine and demonstrate how the toys are made as he talks about the various jobs within the toy business. Supermarkets have special food counselors who help them set up the various departments in a store. These people put on good demonstrations in cake decorating, the differences in canned food products and meat and produce, while talking about the food business in general. Good career seminars are directly proportional to the effort applied in finding interesting speakers and giving them sufficient background about what to expect in terms of student reaction. Guidance personnel should also always be present at these seminars.	Teachers, counselors, representatives from businesses.	Tools of the trade; displays, media presentations.
The counselor will organize career of the week, mini-career days, etc. which spotlight a particular career cluster.	Teacher of related subject area, representative from local businesses.	Displays; tools of the trade; media; live demonstrations.

Activity	Role of Others	Resources
Career Theatre. Free films may be shown on a regular basis for anyone interested in the particular career being presented.	IMC coordinator, audio-visual personnel.	See resource list of films and filmstrips.
Students may produce a talk show with one or more guests speaking about their careers. A student from a radio-TV course or public speaking or English course might emcee the show, while other students videotape the program. The tape might then be used with other groups, perhaps as part of an exposure program at the junior high school level. Another approach would be to have student interviews with either audio and/or video equipment, while working on the job. This approach would have to be carefully arranged with management to insure no interference with employees or disruption of production schedules, etc.	Teachers, counselor, audio-visual personnel, workers interviewed, various classes.	Video equipment, tape recorders, local industry.
Students will participate in a jobservation program coordinated by the counselor. This will enable the student to visit an occupation of his choice for a day or days spread over several weeks to better clarify his perception of the occupation.	Vocational teachers; academic teachers.	Business community.

WORLD OF WORK

Concept: 3.4 The individual needs a marketable skill upon leaving the educational system.

Goal: 3.41 The counselor should aid the student in planning an educational program which will lead to the acquisition of a marketable skill.

Objective: 3.413 By the end of grade 10, the student will be able to focus in on a specific educational program leading to a marketable skill.

Activity	Role of Others	Resources
Students will participate in small group orientation sessions to make them aware of the program options available for skills training.	Teachers, vocational directors, department heads	Media presentations.
Students will participate in co-op programs.	Teachers, employers, co-op coordinators.	Local community.
Students desiring skill development in areas not specifically covered by existing school programs will participate in work release programs.	Teachers, employers, co-op coordinators.	Local community.

WORLD OF WORK

Concept: 3.4 The individual needs a marketable skill upon leaving the educational system.

Goal: 3.42 The counselor will be responsible for the placement of all students when they leave school.

Objective: 3.421 All students leaving school and desiring employment be assisted in obtaining a job.

Activity	Role of Others	Resources
Exit Interview. All students dropping out of school should be interviewed by a counselor and provided with information that may help them, such as current job openings from the school job bank; location of the Employment Security office; and Neighborhood Youth Corps (if applicable). The counselor might also give the student information from the school testing program concerning his or her aptitude for a particular kind of work. A "drop-in" possibility could be discussed whereby the student could go to work on a full time basis with an agreement with the employer that would allow the student to come back to school for one class per day, allowing him to eventually graduate.	Parents, teachers, Prospective employers.	Department of Employment Security; Vocational rehabilitation; personnel managers.
Students desiring placement will complete a job application. A student-application-for-work file should be kept for part time and full time jobs upon graduation. This gives the student the experience of completing an application and identifying references and Social Security number for future use.	Teachers, parents, personnel directors.	See Appendix A, page A-26 for sample application forms.

Activity	Role of Others	Resources
The guidance department should maintain an up-to date job bank service. 1. A job bank may be maintained by listing newspaper want ads. 2. By a counselor prepared letter to potential employers notifying them that a placement service exists and that the school would like to be able to help them with their employment needs. 3. Flyers can be made up advertising the school placement service and the types of special skills that your students may have. These can be distributed by door-to-door calls or through the mail. 4. The help wanted section of the newspaper should be posted daily where students may easily see it. 5. A job situation board could be placed in a conspicuous place so that students can readily see which jobs are available and which ones have been filled.	Counselors, teachers, work coordinators.	Newspapers; Department of Employment Security; local employers, students. See Appendix A, page A-28 for samples.
Counselor makes a list of services that are available to students, such as the following; Office of Employment Security. Neighborhood Youth Corps Office. School Placement Office. School Guidance Counselor. Associated Builders and Contractors (ABC) apprentice programs. This could be used in the exit interview as well as being sent to drop-outs.		Any appropriate referral agency.

WORLD OF WORK

Concept: 3.4 The individual needs a marketable skill upon leaving the educational system.

Goal: 3.42 The counselor will be responsible for the placement of all students when they leave school.

Objective: 3.422 All students leaving school and desiring to continue their education and training will be assisted in so doing.

Activity	Role of Others	Resources
Visitation of college and post-secondary school representatives.	Former students from particular college/post-secondary school.	Media materials.
Visitation of military services recruiters.	Service recruiters.	Media materials.
College night.	College representatives, former students, teachers, community members.	Displays, media materials.
College visits.	Director of Admissions, college faculty, college student body, alumnus.	

WORLD OF WORK

Concept: 3.42 The individual needs a marketable skill upon leaving the educational system.

Goal: 3.42 The counselor will be responsible for the placement of all students when they leave school.

Objective: 3.423 To make students aware of and refer them to agencies that best provide the services to meet their individual needs.

Activity	Role of Others	Resources
Counselor establishes a liaison with the community resources which are available to provide special services or accommodate a particular need or problem.		Mental Health Center; Department of Employment Security; Vocational Rehabilitation; State Division of Special Education; Child and Family Services; State Division of Child Welfare; National Alliance of Business; Neighborhood Youth Corps; Veteran's Administration; Alcohol and Drug Abuse.
Student would be able to identify an agency which serves to meet his particular needs.	Teachers, vocational directors, counselors, parents.	
Counselor will identify and refer, where appropriate, any students with special needs which can best be served by agencies outside the school.		

WORLD OF WORK

Concept: 3.5 Occupations and life-style are interrelated.

Goal: 3.51 Counselors should help students become aware that a variety of life-styles exist in our society and are available to them and that the socioeconomic, environmental, cultural and sex differences are inherent in occupational choice.

Objective: 3.511 Students will be able to identify peer and family influences as they relate to life-style.

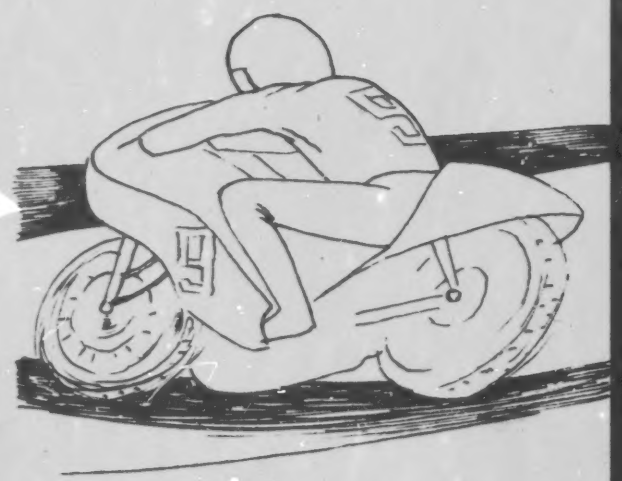
Activity	Role of Others	Resources
Student will respond to a questionnaire. i.e. What do your parents' value most about their jobs? Would you choose the same occupation as your father/mother? What do your parents dislike most about their jobs? Is money a deciding factor in your parents' occupational choice? Would your closest friend's opinion influence your occupational choice?	Parents' assistance in answering questions.	Sample questionnaires.
Students will select five occupational areas of interest to them and identify five people working in these areas in terms of their life-styles. i.e. forester - banker silversmith - laborer teacher - farmer	Sociology teacher.	Dictionary of Occupational Titles; Career information center.

Concept: 3.5 Occupations and life-style are interrelated.

Goal: 3.51 Counselors should help students become aware that a variety of life-styles exist in our society and are available to them and that the socioeconomic, environmental, cultural and sex differences are inherent in occupational choice.

Objective: 3.512 Students will be able to compare various occupations in terms of their effect on available leisure time.

Activity	Role of Others	Resources
Students will choose a job from each of the occupational clusters, interview a person having this job and determine the types of leisure time pursuits in which he engages. Students will list leisure time pursuits from above activity and determine: relationship to occupation skills needed money needed individual or group time required indoor/outdoor	Classroom teacher, business persons, community.	Career information center. U.S. Office of Education, Local business firms.



WORLD OF WORK

Concept: 3.5 Occupations and life-style are interrelated.

Goal: 3.51 Counselors should help students become aware that a variety of life-styles exist in our society and are available to them and that the socioeconomic, environmental, cultural and sex differences are inherent in occupational choice.

Objective: 3.513 Students will be able to compare various occupations in terms of income and ability.

Activity	Role of Others	Resources
Students will identify range of salaries in different areas of the state for five occupations of interest to them.		N.H. Occupational Information Improvement Project; Department of Employment Security.
Students will make a bar graph demonstrating differences in salary ranges between sexes.	Working women in community.	Business and Professional Women's Organizations; League of Women Voters; Occupational Outlook Handbook; N.H. Occupational Information Improvement Project; Women in Service to Education; American Association of University Women.
Survey students and adults to determine the number of times moves have been necessitated by the need for job change. i.e. Termination of jobs Advancement Change of vocation Industry relocation	Social studies teacher; teachers.	Service clubs.

APPENDIX A

Appendix A includes many of the activities which are referenced in Chapters III, IV and V. We regret that we cannot include those activities which are from Values Clarification, by Sidney Simon, Leland Howe and Howard Kirschenbaum. Permission to use this copyrighted material is not granted without a fee. However, we recommend this $3.95 paperback to be a worthwhile investment.

FAMOUS PERSON IDENTIFICATION

Pre-select a list of famous people that high school students can identify with and have them discuss the values that they most probably have that caused them to go into that career area -

Examples:

Evil Knieivel (daredevil)

John Dillinger (bank robber)

Albert Schweitzer (missionary - humanitarian)

Billie Jean King (tennis star)

Pearl Buck (authoress)

Shirley Chisholm (Congresswoman)

Jane Blalock (N.H. golf)

Dick Walsh, Winnacumnet High School, Hampton, N. H.

MOST ALIVE MOMENTS

1. List the five things in life that are most important to you.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

2. List at least two instances in your life when you felt most alive.

   1. _____

      _____

   2. _____

      _____

Career Packet — Abbott, D. and Iovino, J.

PRESERVATION OF MANKIND GAME

In fifteen minutes a spaceship will take off from earth with five people on board. The ship has been programmed to take off automatically (no pilot) and fly to an orbiting space station where they will be safe from a worldwide nuclear disaster that will kill the entire earth's population.

You as a group are asked to select five (5) occupations that you wish to preserve so that when the crisis has passed they may return to earth to continue and rebuild the earth.

Dick Walsh, Winnacunnet High School, Hampton, N. H.

PEER COUNSELING

OVERVIEW

Peer counseling is a carefully directed program of students helping other students. Through structured training sessions, students will become sensitive to the elements of the helping relationship. Following training, peer counselors will be available to other students as needed. "Rap Rooms" offer one method of making peer counselors (as well as counselors) accessible to students.

Peer counseling will improve the guidance program in terms of manpower effectiveness and acceptability to a greater number of students.

IMPLEMENTATION

1. The guidance staff form a planning committee composed of students, parents, teachers, counselors and the main office staff. This group will generate practical suggestions and give encouragement to the Peer Counseling program through news in articles and speeches to the P.T.A., the administration, and the Board of Education.

2. The guidance staff will recruit students who might be interested in the program. These students will in turn recruit other students.

3. The guidance staff will plan and conduct an orientation meeting for the students. The purposes of this meeting will be:
   - -to give an overview of the program
   - -to outline the nature of the traning
   - -to describe eventual peer counseling assignments
   - -to discuss the range of potential counseling roles
   - -to try to match student preferences and skills with the needs of other students, i.e. working with the handicapped, disadvantaged, or new students
   - -to discuss the importance of their commitment
   - -for those still interested, to fill out a formal registration form.

4. The guidance staff will organize a training program. At various points during the course of training, hurdles will be designed to "weed out" students of lesser commitment, such as, finding their own transportation to training meetings, finding their own time to attend meetings, make up missed sessions. No students will be dropped from the training, but some may be asked to repeat the training program and differential assignments will be made based on evaluations.

5. Counselors will meet on a regular basis to prepare themselves to be supervisors during the training of the Peer Counselors.

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6. The guidance staff will plan and conduct a training program for peer counselors which will include the following curriculum:
   a) Large group activity developed around the "Life Career Game" to introduce students to counseling problems.
   b) Small group work supervised by a counselor to meet afternoons or evenings; at midpoint of the training, all students will be assigned to a new group. In the group, all students have a chance to be leaders, observers and participants.

   Meeting One: Discuss roles of participants:
   -Student Leader: keep students on the topic and monitoring the discussions in terms of content and quality of participation.
   -Observer: evaluate objectively what is taking place in the group and report this during the last twenty minutes of each session.
   -Participants: speak freely on the topics being discussed. Points for discussion are: the impact of honest feedback on other members of the group, the difference between honesty and hostility, the matter of the silent member, and different motivations for participation in the program.
   -Responsibility of the supervisor is to act as a model in structuring the group, launching the discussions, and setting patterns for participation.

   Meeting Two: Discuss factors influencing distortions or failures in interpersonal communication:
   -Distortions from the sender (lack of charity, non-verbal habits)
   -Factors related to the listener (biases, expectations, anxiety level)
   -Personal characteristics of both sender and listener (effects of stereotypes)
   -Choice of vocabulary
   -Pace of communication

   Meeting Three: Development of skills in relating to new persons is discussed and role-played:
   -Kinds of openers used in starting conversation
   -Experiencing of interest and encouragement
   -Recognition of blocks to talking
   -How to make the other person feel at ease
   -Evidence or signs of lack of each

   Meeting Four: Teach specifics to prepare students for particular group assignments during and after training.

   Meeting Five: Discussion of the school climate:
   -Motivations and experiences available to students
   -School regulations and requirements
   -Society's values and behaviors
   -How peer counselors can improve the climate

   Meeting Six: Discuss different adolescent problems, in terms of both adult and students' viewpoint:
   -Drug usage
   -Emotional and psychological disturbances
   -physical handicaps
   -Unwanted pregnancy
   -Ethnic and racial differences

Meeting Seven: Discuss family problem:
-Divorce and its effects
-Sibling rivalry
-Family pressures and expectations
-Isolation within the family
-Effects of death, illness, extended families, economic change

Meeting Eight: Discussion of alternatives to traditional career choices and desire to explore a range of life style possibilities:
-Projected sources of satisfaction and goal attainments
-Adolescent values and future values
-Source of values
-Opportunities available
-Information needed

Meeting Nine: Assign Peer Counselors the task of visiting elementary schools and meeting with sixth grade students without adult supervision:
-Discuss feelings about transition to junior high school
-Inform students that peer counselors will be available

Meeting Ten: Closing session:
-Review strategies of counseling
-Review ethical responsibilities
-Discuss difference between counseling and advice-giving.

7. The guidance staff will provide a room, designated as a Rap Room, where Peer Counselors can make contact with students. Students and guidance staff will be responsible for the planning and furnishing of Rap Room.

ROLE OF OTHERS

Students: volunteer for and generate interest in the Peer Counseling program.

Parents: serve as resources for Rap Room discussions.

Community Members: serve as resources for Rap Room discussions.

Classroom Teachers: generate interest and support Peer Counseling program.

Administrators: schedule time and place for training sessions and a room to be used as a Rap Room.

CAREER GUIDANCE MODEL FOR MISSOURI, pages 38-42

INSTRUCTIONS TO GROUP

In this package are five envelopes, each of which contains pieces of cardboard for forming squares. When I give the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others. Specific limitations are imposed upon your group during this exercise:

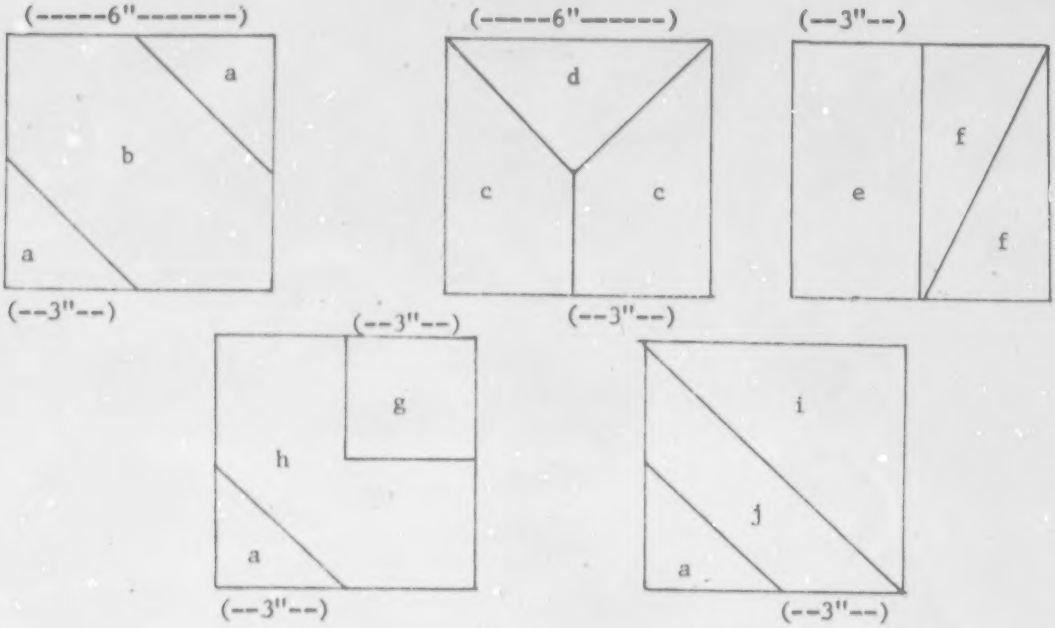
1. No member may speak
2. No member may ask another member for a card or in any way signal that another person is to give him a card
3. Members may, however, give cards to other members

Are the instructions clear? (Leader answers questions)
Trainer gives signal "Begin working."

DIRECTIONS FOR MAKING A SET OF SQUARES

A set of five envelopes containing pieces of cardboard which have been cut in different patterns and which when properly arranged will form five squares of equal size. One set should be provided for each group of five persons. Since groups often run from fifteen to twenty persons, it is suggested that the trainer make four sets while he is about it.

To prepare a set, cut out five cardboard squares of equal size, six by six inches. Place the squares in a row and mark them as below, penciling the letters a, b, c, etc lightly so they can be erased later.



The lines should be drawn so that when cut out, all pieces marked a will be of exactly the same size, all pieces marked c of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six by six inches.

After drawing lines on the six by six inch squares and labeling them with lower case letters, cut each square as marked into smaller parts to make the pieces of the puzzle.

Mark each of the envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces i, h, e
B has pieces a, a, a, c
C has pieces a, j
D has pieces d, f
E has pieces g, b, f, c

Erase the pencilled letter from each piece and write, instead, the appropriate envelope letter, as Envelope A, etc. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

DISCUSSION FOLLOWING THE TASK

This exercise involves so much interest and feeling, the group discussion usually carries itself though the trainer may need to guide the focus of comments or may wish to add points from his own observations.

The discussion should go beyond relating of experiences and general observations. Some important questions are: How did members feel when someone holding a key piece didn't see the solution? How did members feel when someone had completed his square incorrectly, and then sat back with a self-satisfied smile on his face? What feelings did they think he had? How did members feel about the person who couldn't see the solution as fast as the others? Did they want to get him out of the group or help him? When the discussion is under way, the trainer may wish to raise questions which stimulate the participants to relate their feelings and observations to their daily life experiences.

In summarizing, the trainer briefly stresses the relationship of the experiences with squares, and the discussion, to back-home and work situations.

GROUP DECISION MAKING

This is an exercise in group decision making. Your group's task is to organize in the best way possible in order to bring about the best decisions possible regarding the problem at hand. First, choose a pilot of your space crew who will act as group chairman. He may, if he chooses, appoint other officers (i.e., a secretary to act as recorder of the decisions, an observer to suggest ways of helping the group processes, etc.)

Once the decision of who is to be the pilot has been made, that person should hand in his copy of this instruction sheet with the following filled in:

Pilot: _____

Members: _____

_____

_____

_____

_____

_____

(If any of the other members are appointed to positions, please note.)

Decision Adequacy

Criteria for judging team decision making.

1. Member satisfaction
2. Creativity of solution, if appropriate to process and/or content, (beyond that of any individual).
3. Use of everyone's contribution.
4. Accuracy or validity of decision.
5. Speed of decision process.
6. Other...

KEY

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the critical items available must be chosen for the 200 mile trip. Below are listed the fifteen items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important. Give members only the list of items.

		Item
Little or no use on moon	15	Box of matches
Supply daily food required	4	Food concentrate
Useful in tying injured together, help in climbing	6	30 feet of nylon rope
Shelter against sun's rays	8	Parachute silk
Useful only if party landed on dark side	13	Portable heating unit
Self-propulsion devices could be made from them	11	Two .45 caliber pistols
Food, mixed with water for drinking	12	One case dehydrated Pet milk
Fills respiration requirement	1	Two 100 lb. tanks of oxygen
One of the principal means of finding directions	3	Stellar map (of the moon's constellation)
CO_2 bottles for self-propulsion across chasms, etc.	9	Life raft
Probably no magnetized poles; thus useless	14	Magnetic compass
Replenishes loss by sweating, etc.	2	5 gallons of water
Distress call when line of sight possible	10	Signal flares
Oral pills of injection medicine available	7	First aid kit containing injection needles
Distress signal transmitter possible communication with mother ship	5	Solar-powered FM receiver-transmitter

N.A.S.A.

RECOMMENDED DISCUSSION QUESTIONS FOLLOWING AN ACTIVITY

Discussion is one of the most important parts of an activity. It is essential to provide ample time immediately following an activity to involve students in a thoughtful discussion and to aid them in making observations regarding their participation.

Questions which help you develop an open-ended discussion are suggested below.

Remember that there are no right or wrong answers. Discussion is meant to help students reflect on their experience.

SUGGESTIONS

1. How did you feel about this activity? (Draw out answers from as many students as possible)
2. How did you feel while you were doing it?
3. How did you feel about the people you were working with?
4. What did you learn about yourself from the experience?
5. How did you feel about what you accomplished? (Group task)
6. How well did your group work together?
7. What helped you accomplish this task?
8. What got in the way of accomplishing the task? What difficulties did you encounter?
9. How would you feel if you had to work with these people every day on a job?

Lucy Weeks, Exeter High School, Exeter, N. H.

VALUES RANKING

Work study seminar students created their own twelve values for ranking purposes after using Simon's, et al, similarities and differences occurred.

The students' values are listed alphabetically:

An Exciting Life

Belief in God

Clean Environment

Financial Security

Freedom from Fear

Friendship

Independence

Inner Harmony

Loving Family Unit

Mature Love

Respect of Others

Sense of Accomplishment

Jane Draves, Exeter High School, Exeter, N. H.

TWENTY THINGS I LIKE TO DO

PURPOSE

An important question to ask in the search for values is, "Am I really getting what I want out of life? A person who simply settles for whatever comes his way, rather than pursuing his own goals, is probably not living a life based upon his own freely chosen values. He usually ends up by feeling that his life is not very meaningful or satisfying. However, before we can go about building the good life, we must know what it is we value and want. This activity helps students examine their most prized and cherished activities.

PROCEDURE

The teacher passes out paper and asks the students to write the numbers from 1 to 20 down the middle of the sheet. He then says, "And now will you please make a list of 20 things in life that you love to do."

To encourage the students to start filling out their lists, he might add, "They can be big things in life or little things." He may offer an example or two of his own. Or he might suggest, "You might think in terms of the seasons of the year for things you love to do."

The teacher also draws up his own list of twenty items, and as he reaches the end of his list, he might tell his students that it is perfectly all right if they have more than 20 items, or fewer than 20 items on their lists.

When the lists are done, the teacher tells the students to use the left-hand side of their papers to code their lists in the following manner:

1. A dollar sign ($) is to be placed beside any item which costs more than $3 each time it is done. (The amount could vary, depending on the group.)
2. The letter A is to be placed beside those items the student really prefers to do alone; the letter P next to those activities he prefers to do with other people; and the letters A-P next to activities which he enjoys doing equally alone or with other people.
3. The letters PL are to be placed beside those items which require planning.
4. The coding N5 is to be placed next to those items which would not have been listed five years ago.
5. The numbers 1 through 5 are to be placed beside the five most important items. The best loved activity should be numbered 1, the second best 2, and so on.

6. The student is to indicate next to each activity when (day, date) it was last engaged in.

College Board, Student Book on Deciding, page 12.

NOVELS WITH SELF-CONFLICT THEMES

Green, Hanna, I Never Promised You a Rose Garden, Holt, 1964.

Head, Ann, Mr. and Mrs. BoJo Jones, Putnam, 1967.

Hesse, Herman, Demian, Bantam, 1965.

Hentoff, Nat, I'm Really Dragged But Nothing Gets Me Down, Simon and Schuster, 1968.

Hinton, S., The Outsiders, Viking, 1967.

Knowles, John, A Separate Peace, MacMillan, 1960.

Salinger, J.D., The Catcher in the Rye, Little, 1951.

Stolz, Mary (Slattery), Second Nature, Harper, 1958.

From: A Resource Guide for Career Development in the Senior High School, Division of Instruction, Minnesota Department of Education, 1973

SIMULATION GAMES

Although students and teachers should be encouraged to develop their own simulation games, there are some sophisticated ones on the market. For example:

Marketplace

An economics education game which translates basic economic concepts students read about in an introductory textbook into a series of transactions that simulate a microeconomic world. Develops, through student experience, a better understanding of most economic concepts included in high school and college conomics courses. Teams of students role-play households and businesses: manufacturers, retailers or banks. Through a process of buying and selling, participants acquire units of satisfaction. The team that acquires the most units of satisfaction by the end of the game is the winner. Playing time: 12 periods of 50 minutes. Number of players: 20-50. Developed by the Security Pacific National Bank, Los Angeles, and distributed by the Joint Council in cooperation with the American Bankers Association. Available from the Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036.

Other games available through Social Studies School Service include:

Edplan -

A simulation on contemporary educational planning, with participants playing the roles of teachers, administrators, elected officials, students and parents. Through meetings of the PTA, School Board and City Council, community members fight for the goals they would like to see emphasized in the budget, including college and vocational preparation, course relevancy, teacher quality, improved remedial efforts, and smaller classes. Designed to show the costs of and alternatives to modern educational institutions. Contains role profiles, scenarios and rules, teacher's guide and name tags. Players: 29-36. Grade level: 10-12. Time 2 hours or longer. Abt Associates.

Herstory

A simulation of male and female roles emphasizing woman's circumstances, past and present. Through simulation, role-playing research and discussion, students examine male-female role expectations. Examining various types of American marital relationships, students analyze related ceremonies and simulate key aspects of marriage, such as making key decisions and resolving the domestic workload. In addition, group members substantiate or attack hypotheses (HYPS) divided into four basic categories: manners-courtship; marriage and divorce; jobs, achievement, reform; and nature-nurture. Other activities include participating in and evaluating role-playing of sexual problems; researching the contributions of American women; simulating the first women's rights convention in 1848; and discussing what students hope and expect American sexual roles will be in 2025 A.D.

Cope

A simulation of adapting to change and anticipating the future. Living in the city of Technopolis, students live through five future time periods in the era 2000-2040 A.D. Life in this leisurely intellectual community soon changes as a complex computer called COMCON begins to help citizens provide input for everyday problems, then proceeds to direct all human activity, and eventually grows impatient with obsolete human inefficiency. Citizens are given the choice of leaving all further responsibility to COMCON, or of living a life of constant struggle in competition with the computer. At this decision point the simulation ends, with students analyzing their ability to adapt to radical change in the near future. Interact.

Life Career

Developed by Sarane S. Boocock. Simulates certain features of the labor market, the "education market," and the "marriage market," as they now operate in the United States and as projections indicate they will function in the future. By playing, students gain an understanding of these institutions and some advance experience in planning for their own future. Participants learn how the life cycles of men and women are patterned, what factors affect a person's success and satisfaction, and what kinds of educational and occupational opportunities are open to individuals with varying sets of personal characteristics. During each decision period, players plan their person's schedule of activities for a typical week, allocating his time among school, studying, a job, family responsibilities and leisure time activities. Players: 2-20. Time: 1-6 hours.

Available from: Social Studies School Service, 10,000 Culver Blvd., Culver City, CA 90230

DO A TALKING BULLETIN BOARD

The talking bulletin board might better be called a bulletin board with sound track, as the term "talking bulletin board" implies that someone has to talk. This is an effective group activity, as it can be done via a division of labor. Around a conventional bulletin board, or any display area, attach some small U-shaped pipe straps. These will serve as guides or eyes through which you will thread a length of audio tape. Five or six straps will generally be enough for the average bulletin board.

Next, take a reel of tape and start threading it through the straps until you have a length of tape that completely encircles the display area. Allow about two extra feet; cut the tape off from the reel and splice the two ends together. Now you have a sound loop on which you can put your sound effects, narration, etc. Remove the reels from a reel-to-reel tape recorder and thread your loop through the tape heads. Some recorders may require you to place the machine upright in order for it to work. Turn on the machine and put it in the record mode. The tape should begin to run through the guides and around the display area. Plug in a microphone or auxiliary sound source and you will begin recording your sound track. If you use the slowest speed, you can get about two minutes for an average size bulletin board.

Confine the display to visual materials, with perhaps a caption or title with each item. Let the sound track tell the story. If you have a multiple headset box, you can plug in earphones and place your display almost anywhere. It can even be in a classroom while classes are going on, or in a library or resource center. Make it part of the outside assignment for the class. You can time it and tell pupils exactly how long it will take them to go through it.

Contributed by Neal Wiggin, Principal, Hopkinton High School, Hopkinton

TEN PEOPLE TO A PLANET

This is a variation of the Fallout Shelter Game or the Cave-in Simulation. Several rockets are about to be dispatched from planet earth, a dying planet, to land on other nearby planets which are known to be able to support life pretty much as we know it, but which have no human population.

The task of the students is to assemble several groups of ten people who will begin a new civilization. The students may give names, physical characteristics, job descriptions, etc., for these people and then develop a sequence of science fiction type story lines for their emerging civilizations. What assists or defeats the people on their planets? What do their ten people have control over and what forces control them? They may write a dramatization or a series of dramatizations which depict the success or failure of their mission.

Job Description

3.211

A. Job Title _____

B. Hours that I would normally work _____

C. Pay _____

D. Duties I would have to perform regularly _____

_____

_____

E. List people who would be your associates in this job:

_____ _____ _____

_____ _____ _____

F. In this job I would work: with others ☐

alone ☐

G. Training I would need _____

_____

H. Job characteristically offers: variety ☐ repetition ☐

outlet for creativity ☐ need for human understanding ☐

others ☐ _____ (list)

I. My chances for advancement _____

_____

J. I would like the following things about this job _____

_____

_____

James Huntley, Project COED, Keene, New Hampshire

3.211

Trace raw material as it moves from raw material stage to finished product to consumption:

List Raw Material

e.g., grapefruit (ready to pick)

↓

fruit pickers → must be hired (housed)
equipment necessary (ladders, tractors, boxes)

↓

transportation from field to warehouse

↓

fruit sorted, cleaned, packed

↓

shipped → truck, train, plane, ship

↓

food distributor, canners, juice producers

↓

transportation

↓

stores, restaurants, hotels

↓

received, put on shelves, stored, cooked, prepared

↓

consumer

List the number of jobs involved in the process of moving from the raw material stage to the consumer.

James Huntley, Project COED, Keene, New Hampshire

3.211

Students might start a candle business. They could form a corporation and sell stock to raise the money necessary to buy candle molds, wax, hardware, and paints, etc., necessary to produce candles. These might be sold as Christmas gifts. The profits earned should be divided among the stockholders. It is suggested that a limit be placed on the amount that any one individual can invest. Perhaps one dollar maximum.

Jobs should be assigned, i.e., (1.) a research and development department (2 - 3 students) to design and develop new molds and decorations; (2.) advertising department; (3.) packaging department; (4.) Manufacturing department with Foreman in charge of manufacturing; (5.) Quality control department with inspectors to check each phase of manufacturing; (6.) bookkeeping department to keep the records and provide cost analysis.

There is enough variety in an industry such as this to offer students jobs that will meet their interests, i.e., the student interested in Art may find a practical application in the design or design of packaging phase of the business.

James Huntley, Project COED, Keene, New Hampshire.

3.214

I. Students might list jobs that have changed or perhaps disappeared because of the energy crisis.

II. List jobs that have come into being because of the energy crisis (also skills required).

JOB	TYPE OF ENERGY INVOLVED	CHANGE DUE TO ENERGY CRISIS, IF ANY
1.		
2.		
3.		
4.		
5.		

How might these changes effect your chances of finding work in these occupations?

James Huntley, Project COED, Keene, New Hampshire

3.214

Source of information:
Employment Security Office
Chamber of Commerce

Major Industries State-wide 1950	Services Provided	Major Industries State-wide 1974	Services Provided

What conclusions do you draw from these trends?

This information might also be shown in graphs.

James Huntley, Project COED, Keene, New Hampshire.

SAMPLE

District #29 Schools

Name_____Industry Visited_____

Date of Visitation_____Person Reported to_____

Department or Special Area Observed_____

1. In general, did you enjob the visit? Yes____No____

   If no, explain briefly

2. Did the visitation help you to better understand the world of work?

   Explain briefly Yes____No____

3 A. What jobs in your area of interest did you see being performed?

   B. Which of these jobs, if any, appealed to you as a possible future career?

   C. What did you find out about the requirements for any of these jobs?

4. Please summarize your visit (no long dissertation please) and include your honest opinion as to the educational value of this type of experience.

5. Do you have any suggestions as to how the school might improve this type of activity for future visits?

(Use the back if extra space is needed)

This form Adopted by
Project COED through the
Courtesy of the following:
Business Education Dept.
Mathematics Department
Technology Department

SAMPLE

JOB PLACEMENT APPLICATION

Name	Date
Present Address	Phone (home) (Best time for contact
Date of Birth Place of Birth	Age / Grade
Marital status ___Single ___Married	Own Car
Do you have a drivers license? ___Yes ___No Operator ___ Commerical ___	
Did you work last summer? ___Yes ___No	Type of Job / Did you like it?

What type of work are you presently interested in?

What are your career goals?

Use this space for supplying any information which may help in placing you. (Special qualifications) Interests.

Are you interested in permanent, full time employment? Yes___ No___

Are you interested in summer employment only?

Are you planning to continue your education? (after high school) Yes___ No___

if yes, where? _____

List below any employment that you have had in the past or at present:

Employer	Type of work	Dates of Employment

JOB PLACEMENT APPLICATION Cont.

List three references

Name	Address	Phone

Health

____Excellent ____Good ____Fair ____Poor

Height	Weight	Any physical impairments?

I approve the use of my grades for employment purposes.

Signed_____

James Huntley, Project COED, Keene, New Hampshire

The Job Placement Office is part of the Career Education Program of Supervisory Union #29. The Placement Office endeavors to match skills of graduates and students with the requirements of employers for needed workers. This service is offered without charge.

A-28

We invite you to call our office or complete the enclosed form to request needed employment. 357-3500

In addition to the regular training program of Supervisory Union #29 schools, the school district also provides special training in the following fields.

Accounting & Computing
Secretarial
Data Processing
Small Business Management
General Clerical
Merchandising & Marketing
Food Service
Dressmaking
Child Care
Clothing Alterations
Homemaker Helper
Auto Mechanics
Building Trades
Drafting
Electronics
Electricity
Radio & Television
Machine Shop

SAMPLE

REQUEST FOR EMPLOYMENT

Firm _____ Date _____

Address _____ Phone _____

Nature of Employment _____

Qualifications Required _____

Hours _____ Part Time _____ Full Time _____

SAMPLE

April 2, 1973

Dear Mr. Employer:

The district #29 school system of Keene and Marlborough would like to announce the opening of a new placement office at 40 Mechanic Street, room 220.

The employment office will endeavor to match skills of graduates and students with the requirements of employers for needed workers.

We invite you to call our office to request needed employees. Our telephone number is 357-3500.

Sincerely,

James Huntley
Placement Coordinator
Project COED

JH/lrr

SAMPLE

REQUESTS FOR PART-TIME/FULL-TIME EMPLOYMENT

FIRM: _____ DATE: _____

ADDRESS: _____ PHONE: _____

NATURE OF EMPLOYMENT: _____

EMPLOYING OFFICER: _____

QUALIFICATIONS REQUIRED: _____

1. _____

2. _____

3. _____

4. _____

HOURS: _____ REMUNERATION: _____

I WOULD LIKE TO TALK TO PLACEMENT COORDINATOR. Yes _____ No _____

BEST TIME TO INTERVIEW APPLICANT: DAY _____ HOUR _____

James Huntley, Project COED, Keene, New Hampshire

SAMPLE

REQUESTS FOR PT/FT EMPLOYMENT Office Use Copy

FIRM: _____ DATE: _____

ADDRESS: _____ PHONE: _____

NATURE OF EMPLOYMENT: _____

EMPLOYING OFFICER: _____

QUALIFICATIONS REQUIRED: _____

1. _____
2. _____
3. _____
4. _____

HOURS: _____ REMUNERATION: _____

I WOULD LIKE TO TALK TO PLACEMENT COORDINATOR yes_____ no _____

BEST TIME TO INTERVIEW APPLICANT: DAY_____ HOUR____

OFFICE RECORD

APPLICANT CONTACTED	PHONE NO.	RESULTS
1.		
2.		
3.		
4.		
5.		

FOLLOW-UP: _____

APPENDIX B

Appendix B includes those materials and activities that are not directly referenced in the text or that arrived too late to be referenced. From time to time, materials of this nature will become available. So that those people who have been involved with the Career Guidance, Counseling and Placement Workshops will be continually brought up to date, please be sure you are on the mailing list.

Contact: Mrs. Josephine B. Hayslip
Educational Consultant
Career and Vocational Guidance
New Hampshire Department of Education
64 North Main Street
Concord, New Hampshire 03301

Tel. (603) 271-2664

QUESTIONNAIRE--KUDER INTEREST INVENTORY

Name _____

Date _____

A. Why doesn't the "Interest Inventory" have right or wrong answers?

B. Why would it be impossible for this test to tell you exactly what kind of job you would be successful at?

C. Explain why you think this test has/has not been a fairly accurate indication of your interests.

D. In what area did you receive your highest score? _____

E. How many percent of the male/female population are below you in this? _____

F. In what area did you receive your second highest score? _____

G. How many points above/below the 50th percentile is this score? + -

H. What area is your third highest score in? _____

I. How many percentile points difference is there between your lowest and highest score? _____

J. What is your lowest score on the entire test? _____
In what area? _____

K. Name two jobs listed in this lowest area you WOULDN'T EVER WANT TO DO.
1. _____ 2. _____

L. What things don't you like about the above jobs?

M. Name 3 jobs listed under your highest score which you WOULDN'T LIKE TO DO..
1. _____ 2. _____ 3. _____

N. What is there about these jobs which you find unattractive?

O. Name the most interesting job listed under your highest score.

_____

P. Tell me all you know about it, making sure to include why you think you would like to do it.

Q. In your second highest area, name one job which you find interesting, but don't know much about.. _____

R. In your third highest area, name one job which promises a good future and tell why this job looks financially secure.._____

REASON THERE IS A NEED FOR THIS JOB IS THAT.....

S. Combine your two highest area NUMBERS (OUTDOOR--0 + LITERARY--6 =16) and list 3 jobs which combine these two interests.
1. _____ 2. _____ 3. _____

T. Which one of the three would you be most successful in doing and why?

U. Combine your highest and third highest score to fine one job you could possibly find an interest in. Name the job and tell what training you think you would need. _____

TRAINING NEEDED:

V. What area/job have you already read pamphlets about? _____

W. In what area does this job category fall on the Kuder Profile Sheet? _____

X. If this job you've already looked up ISN'T AMONG YOU THREE HIGHEST SCORES, do you think the test is inaccurate? Give reasons....

Contributed by Diane Brennan, Spaulding High School, Rochester, NH

SUGGESTED IMPLEMENTATION STRATEGIES

1. Orient teachers to program by:
   a. familiarizing staff with activities
   b. having staff actually participate in activities
   c. staff or department meetings
   d. first orienting administrators and department heads.

2. Following orientation, initiation of program into classroom can be conducted through:
   a. the counselor doing an activity in the classroom.

3. Contract with receptive teachers for use in their classes for one period each week for six to ten weeks.

4. Develop a credited mini-course or course on careers to be included in curriculum guide for selection by students.

5. Through use of club or organization time - FHA, DECA - to discover and explore careers.

6. Counselors may become vocational education center advisory committee members in order to promote program implementation.

ASSESSMENT PROCEDURES

Program assessment as a function is vital in terms of monitoring how well one is moving from where he is to where he is goind and tells us to what extent we are able to achieve the objectives. One could describe it as an audit of progress or an evaluation of the program. Program assessment is a necessary element in any career development program.

Our major purpose of this assessment program is to provide an organized method of obtaining material that deals with the instrument that has been developed. This information will be of help to us in the revision process for the April meeting, but more importantly a help to us, personally, in our providing services to students.

Because of the newness of the instrument, we must be aware of the fact that unexpected situations might occur. When these situations do occur we must use our own discretion.

To accomplish this program assessment, we are asking you to fill out two forms:

1. Process Evaluation - this form will be filled out after every activity that you complete.

2. Produce Evaluation - this form will be filled out just prior to a follow-up workshop. This evaluation has been designed to evaluate the instrument.

Steps for filling out the Process Evaluation

a. Fill out the general information and put the approptiate numbers in for the component, concept, objective and activity.
b. Answer the questions by indicating yes or no.
c. Please comment on any concerns you might have when answering the questions.
d. Add any comments at the end of the questionnaire.
e. Send to Josephine Hayslip, 64 North Main Street, Concord, NH 03301.

Steps for filling out the Product Evaluation

a. Fill out the general information.
b. Please answer questions and indicate any suggestions for change.
c. Please send to Josephine Hayslip.

PRODUCT EVALUATION

NAME OF COUNSELOR _____

SCHOOL _____ DATE _____

LEVEL OF GROUPS _____

1. Briefly state your feelings toward the activities you have used to this point.

_____

_____

2. Were there appropriate activities and objectives to cover the concept(s) adequately? Explain

_____

_____

3. Was the explanation of how to use the model clear?

_____

_____

4. What suggestions do you have for revisions of the guide during the April meeting?

_____

_____

5. Comments

_____

_____

_____

PROCESS EVALUATION

DATE _____

COMPONENT _____ CONCEPT _____

OBJECTIVE _____ ACTIVITY _____

DESCRIPTION OF STUDENT GROUP _____ SIZE OF THE GROUP _____

NAME OF THE COUNSELOR _____ NAME OF THE SCHOOL _____

QUESTION	YES	NO	COMMENTS
1. Did you feel that the activity was accepted by the group?			
2. Did you and/or the teacher feel good about this activity?			
3. Is the activity appropriate to the objective?			
4. Was the description of the activity adequate?			
5. Do you feel the activity can be improved upon?			
6. Do you see any application of this activity for another component?			
7. Is this activity appropriate to the grade level it was given on?			
8. Can you suggest other activities to illustrate this concept?			
9. If a resource was used, was it appropriate?			
10. Did this activity help you to learn something new?			

ADDITIONAL COMMENTS _____

RESOURCE FILE

A valuable tool for a successful career education program is a resource file for the use of the teachers. This should include names of speakers and/or available field trips to gain information about a variety of careers.

This is a time consuming task of compiling the file and could be done by a committee from the faculty. One of the activities under Decision Making is to have the students compile a list of resource persons; this could be done and any added to the file which are not already listed. It is suggested, in order to facilitate use of the file, each card at least contain the name of the person, and/or company, address, telephone number and person to contact to make arrangements.

If the cards are categorized by the fifteen clusters, it simplifies finding a particular career and resource available.

It is also suggested that a questionnaire be developed for use by the teachers, an evaluation form after having a person speak to a class or a field tryp has been taken.

Contributed by Rowena Smith, Lisbon High School

ORIENTATION FOR SPEAKERS AND FOR FIELD TRIPS

Orientation of a class should be a must in preparing a class or a small group before having a speaker visit the classroom or taking the class or group on a field trip. They should be prepared by knowing something about the career, the person speaking or in charge of the tour.

Value games can be played, even with elementary students, which help the student become aware of his values and aid him or her for the questions to ask a speaker or resource person.

The group taken on a field trip should be small enough to give each participant equal opportunity (i.e. a field trip to a garage to observe an auto mechanic at work) a large group would be unable to hear the mechanic's explanation about his work because of the noise in the garage.

The participants should be prepared to ask questions concerning the work, hours, preparation and other questions of concern to them.

It is also suggested to have the students help make plans, contacts for speakers, etc., and thank you letters after having a speaker or going on a field trip.

Contributed by Rowena Smith, Lisbon High School.

ATTITUDES AND VALUES

Concept:

Objective:

Activity	Role of Others	Resources

DECISION MAKING

Concept:

Goal:

Objective:

Activity	Role of Others	Resources

E 116

WORLD OF WORK

Concept:

Goal:

Objective:

Activity	Role of Others	Resources

Activity	Role of Others	Resources

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